

# **The Michael Syddall Church of England (Aided) Primary School**

## **Relationships and Sex Education (RSE) Policy**

### **(Incorporating Relationships and Health Education)**

Policy reviewed – September 2019

Policy to be reviewed – September 2021 (or sooner if required)

From September 2019, our school has adopted the Relationships, Relationships and Sex Education (RSE) and Health Education Statutory Guidance which is due in all schools in September 2020. Our PSHE Framework outlines objectives relevant to relationships and health education (as well as being outlined in this policy). This policy focusses on Relationships and Sex Education.

Relationships and Sex Education remains the only part of this statutory teaching that parents have the right to withdraw their child from. However, we encourage discussion with the school, class teacher and head teacher before this decision is finalised.

#### **What Is Relationships and Sex Education?**

Relationships and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

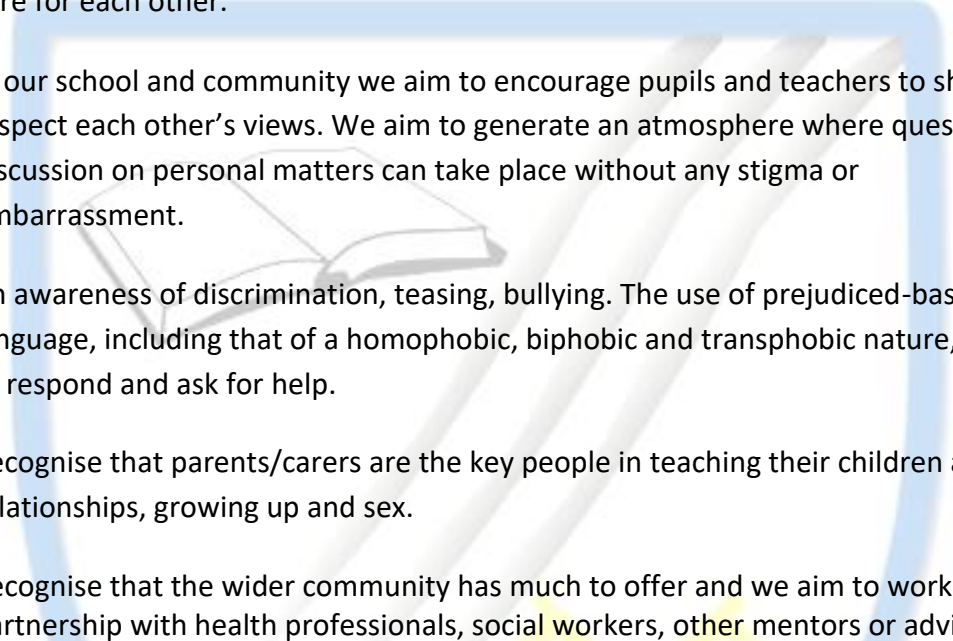
#### **Rationale**

Relationships and Sex education is an important aspect of education for all pupils as sexual development is an integral and significant part of a pupils' personal development.

#### **Principles and Values**

In addition, Michael Syddall CofE (Aided) Primary School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.

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- Encourage every pupil to contribute to their community and aims to support each individual as they grow and learn.
  - Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider the important values to be love, respect and care for each other.
  - In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
  - An awareness of discrimination, teasing, bullying. The use of prejudiced-based language, including that of a homophobic, biphobic and transphobic nature, and how to respond and ask for help.
  - Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex.
  - Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.

### **Legislation**

This policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000

<https://www.gov.uk/government/publications/sex-and-relationship-education>

and

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century' (March 2014)

<http://www.brook.org.uk/index.php/information/sre-supplementary-advice>

## **Personal Development and Relationship Education in our school has three main elements:**

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

### **Knowledge and Understanding**

- Language – talk, listen, share, discuss, question, negotiate
- Decision making – assess options, make choices, predict outcomes
- Assertiveness – expression of feelings
- Relationships with others – making and managing friendships
- Personal safety – apply practices for keeping safe
- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

### **Aims**

- *To provide knowledge and information*
- *To encourage respect and consideration for others*
- *To foster self-esteem*
- *To encourage personal responsibility*

The aim of Personal Social Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader

emotional, ethical, religious and moral dimensions of sexual health. Our PSHE programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within developing relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality, understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

### **Roles and Responsibilities**

#### **The PSHE Leader**

The school has a Leader for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss SRE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- liaise with the named governor for SRE
- review / update the policy on a two year cycle.

#### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of SRE are to:

- liaise with the PSHE Leader
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

## **The Governing Body**

The Governing body, in co-operation with the Headteacher, determines / agrees the school's general policy and approach to SRE provision for all pupils. They will continue their involvement through bi-annual evaluation by the named governor.

## **The Teacher**

Teaching children about SRE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Child Protection Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in SRE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with DfE guidance (2000). However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

## **The Teaching Assistant**

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe). They should not work with children outside of the classroom.

## **Organisation and Content of Personal Development Education**

At Michael Syddall CofE (Aided) Primary School, Personal Development Education is taught through the use of the Personal, Social and Health Education Programme and the Science and Computing Curriculum.

### **Science**

#### **EYFS**

- Know about similarities and differences in relation to living things. Talk about features of their own environment and how environments may vary from one another. Make observations of animals and explain why things occur and talk about changes (KUW – ELG)

#### **Year 1**

- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.
- Notice that animals, including humans, have offspring, which grow into adults.
- Find out about and describe the basic needs of animals, including humans for survival.
- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

#### **Year 2**

- Notice that animals, including humans, have offspring which grow into adults (life cycle – baby, toddler, child, teenager, adult)
- Children should be introduced to the processes of reproduction and growth in animals. They should recognise growth, not be expected to understand how reproduction occurs.

#### **Year 3**

- Explain the importance of a nutritionally balanced diet.
- Describe and explain the skeletal system of a human.
- Describe and explain the muscular system of a human.

#### **Year 5**

- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal (including human) an amphibian, an insect and a bird.

#### **Year 6**

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.



## **Computing – E safety**

### **EYFS / KS1**

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### **KS2**

- Use technology safely and respectfully, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content or contact.

## **PSHE – taught through the theme of Me and My Relationships**

### **Year 1**

- I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences
- I know that family and friends should care for each other and families can give love, security and stability
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
- I know the names for the main body parts (including external genitalia) and why it is important to keep them private
- I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends
- I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
- I know what being a good friend means both on and offline and how they should make us feel happy and secure
- I can play and work cooperatively
- I can listen to other people and show them respect
- I can share appropriately
- I can recognise that my behaviour affects others both on and offline
- I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline
- I can recognise there are different types of teasing both on and offline
- I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- I know how to be nice to people both on and off line

### **Year 2**

- I know the characteristics of a healthy family life and the importance of caring for each other and spending time together
- I know when relationships both on and offline make me feel unhappy or unsafe and I

am able to ask for help

- I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change
- I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)
- I understand the importance of valuing of one's own body and recognising its uniqueness
- I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)
- I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
- I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient
- I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help
- I can listen to others and respect their viewpoints
- I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)

### Year 3

- I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline
- I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them
- I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult
- I know how other families are similar or different to mine (this includes same sex)
- I understand that it is OK to be different to others
- I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent
- I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to



recognise it, how to seek help and coping strategies)

- I can empathise with other people and understand how people can react differently to the same situation
- I can listen to and show respect for the views of others both on and offline
- I know the importance of valuing myself
- I can recognise and challenge stereotypes (including supporting trans children)
- I know about change and loss including separation, divorce and bereavement and the associated feelings

#### **Year 4**

- I feel good about myself and my body and having an understanding of how the media presents 'body image'
- I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body
- I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people
- I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships
- I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I can respond appropriately to other people's feelings
- I can recognise my worth as an individual and the worth of other people
- I understand a range of feelings and how these make me feel both emotionally and physically

#### **Year 5**

- I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation
- I know the ways in which children grow and develop in puberty – physically and emotionally
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this
- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way
- I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I know where individuals, families and groups can get help and support
- I know how to be a good friend both on and offline and how to manage a fall out

with a friend without a physical reaction e.g not violent

- I understand what boundaries are appropriate in friendships with peers and others both on and offline
- I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point

### **Year 6**

- I understand the physical and emotional changes I will go through at puberty
- I can look after my body and health as I go through puberty
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this
- I know about human reproduction including conception
- I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)
- I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)
- I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict
- I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities
- I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)
- I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult

### **Delivery of SRE**

Class teachers will deliver SRE curriculum across all Years with the support of a senior member of staff if required. This is to ensure children feel comfortable with the adults that are delivering SRE and the staff are aware of individual children's circumstances. Children

who have additional needs due to SEND / LAC / ethnicity / faith or sexual orientation will be assessed on an individual basis alongside parents/carers and other appropriate agencies.

### **Inclusion**

#### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

#### **Pupils with Special Needs**

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

#### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

#### **Right of Withdrawal of Pupils from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with teachers and the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses.

### **Resources**

At Michael Syddall CofE (Aided) Primary School, we have chosen to use the NYCC recommended resources produced by the Irish Health Services Executive.

These resources - Busy Bodies are available to view on line at:

[www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies)

The DVD is split into 5 sections:

- 1) Introduction to puberty - Years 5/6
- 2) What happens to boys? – Years 5/6 – shown to both boys and girls separately.

- 3) What happens to girls? – Years 5/6 – shown to both boys and girls separately\*
- 4) How babies are made? – Year 6 only boys and girls separately
- 5) Enjoy growing up – looking after yourself – Years 5/6 boys and girls separately.

\*This section may be shown to Year 4 girls with parental consent if appropriate.

Parents will be consulted at a meeting prior to the resources being used in class and will be required to sign a consent form prior to these lessons.

### **Questions and Ground Rules**

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

All teachers and teaching assistants at Michael Syddall CoFE (Aided) Primary School are aware of the age appropriate objectives for each year group outlined in our PHSE framework for SRE and an agreed deflective statement will be used to allow staff to be consistent in their approach.

Currently, this statement is either:

***‘That’s a really good question, I’m not going to answer that right now but I will come back to you about it.’*** The teacher will then be able to liaise with colleagues/ parents, check guidance/ resources etc. before returning to the child.

**OR**, for a question we are unable to answer due to the age of the child...

***‘That’s a really good question. I will chat to you about it on your own later’*** - then chat individually. If the answer is beyond our agreed appropriate age range, explain to the child that, ***‘I am happy to share your question with mum/ dad/ carer later if you like so they can talk to you about it at home’*** or if relevant tell them ***‘we will learn about that when you’re a little older in year.....’***

## **Confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

## **Monitoring and Evaluation of Personal Development Education**

It is the responsibility of the Head teacher and Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Personal Social Health Education Policy.

