



Relationships Education Policy (including Sex Education)

Isleham Church of England Primary School

September 2020

Context

This Relationships Education Policy must be read in conjunction with our PSHE Policy.

1.1 Definition of Relationships Education

At Isleham C of E Primary school Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable and respectful relationships. It equips pupils with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

1.3 Aims of Relationships Education

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. In ways appropriate to their age and stage of development, we seek to enable our children to:

Develop excellent interpersonal and communication skills

develop positive, personal values and a moral framework that will guide their decisions and behaviour

respect themselves and others - views, backgrounds, cultures and experiences

develop respectful, caring relationships based on mutuality, reciprocity and trust

develop their ability to keep themselves and others safe, physically and emotionally, both on and off line

develop their understanding of a variety of families and how families are central to the wellbeing of children

recognise and avoid coercive and exploitative relationships

value, care for and respect their bodies

build confidence in accessing additional advice and support for themselves and others.

1.2 Context of Wider PSHE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Economic Education (PSHE), which also includes statutory Health Education.

The aims of Relationships Education and Health Education are further supported by interventions, extracurricular and enrichment activities we provide. Examples include the implementation of a whole school therapeutic behaviour policy (Step-on), e-safety ambassadors, mindfulness club, bikeability and the Golden Mile.

2. Implementing Our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

their level of vulnerability to coercion and pressure

their previous experience of negative behaviours in peer or child-adult relationships

their need to learn and demonstrate appropriate behaviour

their need to develop self-esteem and positive body image

the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training

the management of personal care

2.2 Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.

Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.

We will not seek to gain consensus, but will accept and celebrate difference.

We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.

In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.

We will encourage respect and discourage abusive and exploitative relationships.

We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and

reciprocated relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 2 years.

3. Involving the Whole School Community

3.1 Working with Staff

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons (e.g. through School Council or pupil voice).

3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. A link governor for PSHE (including Relationships Education) will be nominated.

It is the role of governors to ensure that:

pupils make progress in Relationships Education in line with the expected educational outcomes

the subject is well led, effectively managed and well planned

the quality of provision is subject to regular and effective self-evaluation

teaching is delivered in a way which is accessible to all

clear information is given to parents/carers

the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

Sharing details of our curriculum on our website

Informing parents/carers through our termly class newsletters of forthcoming Relationships Education topics.

Providing supportive information about parents' role in Relationships Education

Inviting parents to discuss their views and concerns about Relationships Education at least once annually.

Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

4. Curriculum Organisation

4.1 Relationships Education Curriculum

Our Relationships Education Curriculum (see appendices) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression.

Relationships Education is learning about:

Families and People who care for me

Caring Friendships

Respectful relationships

Online Relationships

Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way.

Relationships Education will be taught in:

PSHE through designated lessons, circle time, focused events, health weeks

Other curriculum areas, especially Science, English, RE, PE and computing

Enrichment activities, especially our assembly programme, growth mindset approaches, visits and visitors, social skills groups, involvement in school trips and adventurous activities.

4.3 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will ensure resources:

are consistent with our curriculum for Relationships Education

relate to the aims and objectives of this policy

are suitable to the age, maturity, needs, linguistic proficiency and ability of the children

are up-to-date in factual content

are produced by a reputable organisation

do not show unfair bias e.g. towards a commercial product, religious view point

avoid racial, gender, sexual, cultural and religious stereotyping

conform to the statutory requirements for Relationships Education.

4.4 Safe and Effective Practice

In our school we have a clear Safeguarding and Child Protection Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers. The policy states that:

Staff are unable to offer absolute confidentiality.

We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.

Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum and the question will not be answered in school.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be

deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

4.5 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

5. Sex Education Policy

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the Department for Education's recommendation that all primary schools have a sex education programme and we understand that this is not statutory. In consultation with parents, we will offer a programme tailored to the needs and physical and emotional maturity of our pupils.

5.3 Content of Sex Education

The content of our sex education programme can be found in the Appendices.

The teaching of conception and birth will take place in Year 6.

5.4 Delivery of the Sex Education Curriculum

Sex Education will be delivered through PSHE by a teacher who knows the needs of the children.

Each year parents/carers will be informed about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. In the final year of primary school, parents will be offered support in talking to their children about sex education and how to link this with what is being taught in school.

Teachers will be offered support to develop their skills where needed.

5.5 Right to be excused from sex education

Parents/carers have the right to request that their child be excused from some or all of sex education. Before granting any such request the Head Teacher will discuss the request with the parent/carer to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group). A record will be made of the outcome of the discussion.

We will offer support to parents/carers who wish to deliver sex education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from sex education each time a sex education element is planned for their child.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE leader/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE Leader parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every two years, or sooner if an issue or incident occurs which warrants it.

Last reviewed: 1.9.20

Date of next review: on or before 1.9.21

7. Appendices

7.1 Our Relationships Education Curriculum (including sex-education)

| | Questions children will consider | Content Areas |
|---------|------------------------------------------------------------------------------|-----------------------------------|
| Age 3-5 | What does my body look like? | Valuing the body |
| | How has my body changed as it has grown? | Body parts |
| | What can my body do? | My teeth |
| | What differences and similarities are there between our bodies? | Shapes and sizes |
| | How can I look after my body and keep it clean? | Self care skills |
| | How am I learning to take care of myself and what do I still need help with? | Change and responsibilities |
| | Who are the members of my family and trusted people who look after me? | Identifying and managing emotions |
| | How do I feel about growing up? | |
| | How can I be a good friend? | |
| | Can I recognise and show my emotions? | |
| Age 5-7 | What are the names of the main parts of the body? | External parts of the body |
| | What can my amazing body do? | Valuing the body |
| | When am I in charge of my actions and my body? | Personal hygiene |
| | How can I keep my body clean? | Babies to children to adults |
| | How can I stop common illnesses and diseases spreading? | Growing up |
| | How do babies change and grow? | Changing responsibilities |
| | How have I changed since I was a baby? | |
| | What's growing in that bump? | |
| | What do babies and children need from their families? | |
| | How are various families I know the same and different? | |
| | What are my responsibilities now I'm growing up? | |

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| Age 7-9 | How are male and female bodies different and what are the different parts called? | Difference between males and females |
| | When do we talk about our bodies and who do we talk to? | |
| | What can my body do and how is it special? | Valuing the body's uniqueness and capabilities |
| | Why is it important to keep myself clean? | |
| | What can I do for myself to stay clean and how will this change in the future? | Responsibilities for hygiene |
| | How do different illnesses and diseases spread and what can I do to prevent this? | Stages of human life |
| | What are the main stages of the human life cycle? | Being grown up |
| | How did I begin? | My responsibilities |
| | What does it mean to be 'grown up'? | Parents/carers' responsibilities |
| | What am I responsible for now and how will this change? | |
| Age 9-11 | How do different families care for each other in good times and support each other in tough times? | |
| | How do different families create a safe and secure home for children to grow up? | |
| | What are male and female sexual parts called and what are their functions? | Names of sexual parts |
| | How can I talk about bodies confidently and appropriately? | Puberty |
| | What happens to different bodies at puberty? | Physical change |
| | What effect might puberty have on people's feelings and emotions? | Menstruation |
| | What might influence my view of my body? | Developing body image |
| | How can I keep my growing and changing body clean? | Changing hygiene routines |
| | How can I reduce the spread of viruses and bacteria? | Viruses and bacteria |
| | What are different ways babies are conceived and born? | Human lifecycle |
| | How can I manage my emotions positively as I grow up? | Sexual reproduction |
| | When can I take responsibility for how others feel? | Changing emotions |
| | What should adults think about before they start a family? | Responsibility for others |
| | Why might people get married or become civil partners? | Love, marriage and families |
| | How are some families different to my family and how are they the same? | |