

RELATIONSHIPS and SEX EDUCATION POLICY



Northgate Primary School

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| Approved by: | LPP Committee | Date: 17 th September 2020 |
| Last reviewed on: | May 2017 | |
| Next review due by: | September 2021 | |

We want all pupils at Northgate to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support
- Respect for the views of other people.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. Northgate Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat. RSE is not about the promotion of sexual activity. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory Requirements & Guidance:

As a primary school we must provide relationships education to all pupils as stated in section 34 of the 'Children and Social work act (2017)'

The school follows the guidance of the 'Relationships Education, Sex and Relationships Education (RSE) and Health Education (February 2019)' the regulations make Relationships education compulsory for all pupils receiving a primary education.

3. Curriculum

We carry out the main RSE curriculum in PSHE lessons. However, we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships to ensure children have these life skills.

- Me and my relationships.
- Valuing differences.
- Keeping myself safe.
- Rights and responsibilities.
- Being my best.
- Growing and changing.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Biological aspects of Relationships Education (parts of the body, puberty etc.) are delivered through the Science Curriculum.

Early Years Foundation Stage children learn about life cycles and to identify key parts of our body.

In Key Stage 1 (yrs 1 – 2) learning includes:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (yrs 3 – 6) learning includes:

- To describe the changes in humans as they develop
- To describe the life process of reproduction in some plants and animals
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Primary sex education will focus on:

- Sexual difference and naming body parts

- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

The school follows the guidance from Coram Life Education and uses its Scheme of Work. For more information about our curriculum, see our curriculum map in Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

4. Delivery of RSE

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children, as well as understanding that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We will work towards this aim in partnership with parents and carers.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The curriculum has been developed taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner

4.1 Expectations:

The Relationships Education guidance from the DfE sets out the expectations by the end of primary school. These are set out in Appendix 1. The school follows the Coram Life Education scheme of work which incorporates the expectations set out by the DfE.

4.2: Right to withdraw

From September 2020, parents/carers **will not** have the right to withdraw their children from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. This is set out in the ***Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019***, which makes Relationships Education compulsory for all pupils receiving primary education.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

5. Responsibilities:

5.1 The Governing Body

The Governing Body will approve the Relationships policy, and hold the Headteacher to account for its implementation.

5.2 The Headteacher and PSHE Lead

The Headteacher and PSHE Lead are responsible for ensuring that the Relationships policy is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way and by adhering to the policy and guidance
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring all pupils (including those with additional needs) are able to access the lessons

6. Monitoring and review:

The delivery of Relationships Education is monitored by learning walks and feedback on lesson portfolios.

Pupils' development in Relationships Education is monitored by class teachers.

This policy will be reviewed by the Headteacher.

Appendix 1

By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> |
| Caring friendships | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> |
| Respectful relationships | <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|--|
| Online relationships | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p> |
| Being safe | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> |