



Willoughton Primary School

The Cliff Federation Relationships and Sex Education Policy

<u>Policy Information</u>			
Status:	Statutory	Reviewed by:	Full Governing Board
Cycle of Review:	Every two years	Policy Ratified	January 2023
PSHE Subject lead: Tina Dean			
Safeguarding Governor: Sally Cowell			

This policy has been produced in consultation with parent, staff and Governors and covers our approach to Relationships and Sex Education.

Legal Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Aims of Relationships and Sex Education

The Cliff Federation believes that relationships and sex education in our schools will be developmental and a foundation for further development in the secondary school. The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The school will work towards these aims in partnership with the parents. The aim of

Governing Body: Full Governors

Review Date:

the relationships and sex education policy is to clarify the content and manner in which sex and relationships education will be delivered in this school.

Other school policies that have relevance to relationships and sex education are:

- Anti-bullying
- Behaviour
- Child Protection
- Confidentiality
- Drugs Education
- Equality
- E-safety/ICT
- PSHE and Citizenship
- RE
- Special Educational Needs and Inclusion
- Teaching and Learning

MORAL AND VALUES FRAMEWORK

The sex and relationships education programme will reflect the Federation's over-arching aims and demonstrate and encourage the following values:

- respect for self and others – including caring friendships, on-line relationships and being safe
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

Equal Opportunities

The Cliff Federation is committed to working towards equal opportunities in all aspects of school life. We ensure Relationships and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). All resources and teaching methods used will support this commitment.

Content

The relationships and sex education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self-esteem, positive self-image and confidence

Topics and themes will be revisited from year to year taking account of the pupils' development and the spiral curriculum concept. The three core themes of RSE are health and wellbeing, relationships and living in the wider world.

The content of the relationships and sex education programme including learning outcomes will be based on the recommended relationships and sex education curriculum outlined in the PSHE Association planning toolkit. For example, in EYFS and KS1 this means laying the foundations of understanding about growth and change and respect for one another; in KS2 this will be preparation for the changes of puberty.

A variety of resources will be used to cover key concepts, skills and topics at EYFS, KS1 and KS2.

Topics will include:

- What is meant by a healthy lifestyle?
- Maintaining physical and emotional health and well being.
- Managing risks to emotional health and well being
- Ways of keeping physically and emotionally safe
- Managing change such as puberty, transition and loss
- Identifying different influences on health and well being
- How to develop and maintain a variety of relationships
- How to recognise risky or negative relationships
- How to respect equality and diversity in relationships.
- Identify, name, draw and label basic parts of human body
- Understand that animals, including humans, have offspring that grow into adults.

See appendix 1 for Relationships and Sex education progression document.

Organisation

Sex and relationships education will be co-ordinated by the PSHE co-ordinator in close co-operation with the Head teacher and class teachers.

Delivery will be:

- as topics
- through planned aspects of science
- addressed occasionally in assembly time
- through pastoral time
- through small group work
- through Values-based education
- through story time
- through PSHE lessons
- themed weeks

Active learning methods that involve pupils' full participation will be used. Single sex groups will be used as and when deemed appropriate.

Parents can view resources by contacting the school.

Specific Issues Statement

Working with parents and pupil withdrawal procedures.

Hemswell Cliff Primary School is committed to working with parents. Pupils can be withdrawn by their parents, from part of the relationships and sex education programme that is outside the compulsory elements of relationships and sex education in the National Science Curriculum. Parents wishing to exercise this right are invited to contact the headteacher who will explore the concerns and the possibilities of adjusting the programme or approach. They will discuss the possible impact that withdrawal may have on the pupil and he will talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in relationships and sex education until the request of withdrawal has been removed.

However, if a parent requests that their child be removed from "sex education" the school will provide support by offering packs of materials to parents to help them provide this learning in a way that they are comfortable with.

Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

Hemswell Cliff Primary School has a Child Protection policy and procedure for dealing with child sexual abuse based on the LA guidelines and recommendations. This policy is available on request.

Teaching and Outside Agencies

At The Cliff Federation, class teachers will teach RSE lessons. Outside agencies can be used to support and assist the teachers in the development of the classroom-based work. On rare occasions outside agencies may be involved in classroom-based work as part of the developmental programme following discussions and negotiation. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance these sessions will be jointly planned and run jointly between teaching staff and visitors and the class teacher will be present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including criminal record bureau checks.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the management team if they are concerned.

Provision for pubertal pupils

Sanitary Disposal Units are available for pupils.

Complaints Procedures

Any complaints about the Relationships and Sex Education Programme should be made to the Subject Leader who will report to the governors via the safeguarding governor.

Dissemination of this policy

All staff members and governors will be informed of this policy and able to view it on the G drive. Hard Copies will be available from the school office on request. It will be published on the school's website.

Assessment and Recording

Teachers assess the children's work in Relationships and Sex Education both by making informal judgments as they observe them during lessons and by doing formal assessments of their work, measured against the specific programmes of study set out in our progression document. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Monitoring

The safeguarding governor will have a link role between the school and the governing body. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching.

The subject leader supports colleagues in the teaching of Relationships and Sex Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Relationships and Sex Education policy review date

As part of effective RSE provision, the RSE policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1

Progression in Relationships and Sex Education.

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Relationships	Refer to EYFS curriculum development matters statements for; Personal, social & emotional development, Health & Self-care, and Understanding the world.	<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. 		<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes 				
	Key vocabulary		behaviour, fair/unfair, right/wrong, secrets, surprises, sharing, cooperating, resolving arguments, people, similarities, differences, special people, caring, physical contact, touch, acceptable, unacceptable, feelings, bodies, hurt, comfortable, teasing, bullying		feelings, empathy, recognising others' feelings, friendships, families, couples, positive relationships, actions, behaviour, consequences, acceptable, unacceptable, confidentiality, secrets, surprises, personal safety, listening, viewpoints, opinions, respect, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, dares, challenges, stereotypes, privacy, sharing, personal boundaries			

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Education Sex	Refer to EYFS curriculum development matters statements for; Personal, social & emotional development, Health & Self-care, and Understanding the world.	<p>There are no set coverage requirement for each of the years in a key stage as the curriculum is described as a “spiral”. It is intended that content is revisited as children’s understanding develops.</p> <p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1.. about the process of growing from young to old and how people’s needs change 2. about growing and changing and new opportunities and responsibilities that increasing independence may bring 3. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 		<p>There are no set coverage requirement for each of the years in a key stage as the curriculum is described as a “spiral”. It is intended that content is revisited as children’s understanding develops.</p> <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. how their body will, and emotions may, change as they approach and move through puberty 2. about human reproduction 3. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; how to get support if they have fears for themselves or their peers. 			
Key vocabulary:		Growing, changing, young to old, independence. Correct terminology for body parts including genitalia		puberty, physical and emotional changes,			