

## Policy for Relationships and Sex Education at Fallings Park



### **Whole School Vision**

The school's curriculum is designed to fulfil our mission statement: To learn today for tomorrow's success.

A primary focus of our curriculum is to provide a purpose and relevance for learning. We want children to thrive within and contribute to their community and wider society. Our curriculum provides pupils with memorable, diverse and rich experiences, from which children can acquire knowledge and develop a range of transferable skills.

On their journey through Fallings Park, we want children to make connections and build on prior learning. We provide first hand learning experiences to allow children to develop interpersonal skills, build resilience and become creative, critical thinkers.

### **Intent**

As educators, we ensure all children have the right to relevant and accurate information, guidance, and advice on matters concerning their welfare. Sex and Relationships Education (SRE) is an integral part of the learning process.

SRE starts early within our school setting and is relevant to pupils at each stage in their development and maturity. Teachers cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services. We place an emphasis on the acquisition of knowledge, the development of life skills and respectful attitudes and values within relationships. Children explore medical terms that draw on scientific knowledge and develop to be able to discuss viewpoints that ask questions of their identity, culture, spirituality and life experiences.

Through the programme pupils should have the opportunity to become:

- Learners encourage respect and responsibility for themselves and others.
- Learners promote positive relationships.
- Learners impart factual knowledge by answering questions with sensitivity.
- Learners develop their confidence and self-esteem enabling self-respect and control over their bodies and their own lives.
- Learners develop an understanding of the physical, psychological and emotional changes that take place at puberty.
- Learners encourage responsibility for personal hygiene.
- Learners ensure they know how to keep themselves safe and know who to get help from.
- Learners understand basic facts about the processes of conception, pregnancy and birth.

### **Implementation**

#### **Subject Leadership**

Senior and Year Leaders take the lead in policy development, using enthusiasts and specialists where appropriate. This activity is coordinated by Victoria Darling (Teacher), Amy Cooper (Teacher), H Matthews (Teacher).

Senior Leaders, Year Leaders and subject enthusiasts support colleagues in the teaching of RSE. They monitor coverage, differentiation and ensure the teaching of RSE is taking place. They keep up to date with developments in RSE and disseminate information to colleagues as appropriate.

#### **Organisation**

- Relationships and Sex Education is taught in the second part of the summer term to all children from Year 1 to Year 6.
- It is taught in mixed gender class groups apart from 1 lesson in year 5 and 1 lesson in year 6 when girls and boys are separated so that matters related specifically to their gender can be covered in greater detail.
- Some children with SEN may be taught in smaller groups with adapted content matched to their stage of development.
- A letter is sent out to parents prior to these lessons taking place with details of coverage and content.

### Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. These will be set with and agreed with all children and reinforced at the start of each lesson. Each KS2 classroom has an anonymous question box, which is used by the children/young people at the end of the session for any questions they may have related to the learning objective. Teaching staff will endeavour to answer age related questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom or is outside the school's SRE policy provision will be made to meet the individual child/young person's needs. In most cases, it will be a question that will be answered at a later stage in their Growing up and Relationships Education and the child will be informed of this. However, meeting the child's needs may involve referring the child/ to their parent/carer, School Nurse, or school counsellor, for an answer or seeking advice from the PSHE Coordinator, Senior Leaders, Parent Support Officer or Safeguarding Officer.

### Withdrawal of students from sex and relationships education and complaints procedure

The SRE programme and policy will be made available to parents before the course begins. Parents will be offered the opportunity to discuss the content and delivery of the programme with the Leadership Team. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders. Any parent wishing to withdraw their child will need to contact the Leadership Team who will provide greater detail and agree with parents/carers which aspects of the lessons they do not wish their child to participate in. This information will be kept in a document in the curriculum folder, detailing the name of the child/children, Year group and which aspect they are being withdrawn from. This will be reviewed annually.

### Alternative arrangements for children whose parents have chosen to withdraw them from SRE

Any child withdrawn from the programme will be taught elsewhere in the school, using the time to support or reinforce a different area of learning. Teachers will ensure, as far as possible, that the contents of SRE lessons are not discussed with the classroom, however, we cannot guarantee this outside the learning environment such as playtime, lunchtime, before and after school. If a child is removed, wholly or partially, it becomes the parents/carers responsibility to ensure their child's learning in this area is met and that their child does not access online materials, school or otherwise outside of school.

### Confidentiality

Teaching staff cannot offer unconditional confidentiality to children and must inform the designated safeguarding officer of any safety concerns. Members of staff and the Child Protection Officer are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so. There may be rare occasions when a primary school teacher is directly approached by a primary aged child who is sexually active or contemplating sexual activity. This should be viewed as a child protection issue. (Taken from SRE Guidance, DfEE 2000).

In such cases

- The teacher should approach the Safeguarding Officer
- The Safeguarding Officer should make sensitive arrangements, in discussion with the child, to ensure that parents and carers are informed; and
- The Safeguarding Officer should address child protection issues and ensure that help is provided for the child and the family.

### The role of parents

The school is aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We therefore encourage the children to find an appropriate time to discuss topics covered during SRE lessons with their parents.

### The role of School Leaders

It is the responsibility of the Leadership Team alongside the PSHE/SRE to ensure all staff and parents are informed about our Sex and Relationships policy, and that the policy is implemented effectively. The school has a designated staff members responsible for Sex education within the school. These staff members will be given sufficient training so they can teach effectively and handle any difficult issues with sensitivity.

## **Planning**

### Specific Learning Objectives

#### Early Years Foundation Stage (EYFS)

SRE is covered as an integral part of the curriculum as part of the early learning goals and aims to ensure that children:

- Know some ways to manage their feelings and are beginning to use these to maintain control of their own behaviour.
- Plays group games with rules. Understands someone else's point of view can be different from their own. Resolves minor disagreements through listening to others to come up with a fair solution.

These objectives are taken from the PSHE Association Programme of Study 2017.

### KS1

To know and understand:

- about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- how to communicate their feelings to others, to recognise how others show feelings and how to respond
- the importance of, and how to, maintain personal hygiene
- the process of growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- how to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- how 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).

### KS2

- to recognise and respond appropriately to a wider range of feelings in others
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
- to understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to identify different types of relationship, including those between acquaintances, friends, relatives and families
- to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- to understand that they may experience conflicting emotions and when they might need to listen to, or overcome these
- how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- how their body will, and their emotions may, change as they approach and move through puberty
- about human reproduction
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- that civil partnerships and marriage are examples of 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
- that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

- about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
- 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)

Covered in e-safety but will also be covered in SRE as part of discussion:

- the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

The following content is delivered to children:

Year 1	People who are important, families and care, special people, similarities and differences, how we change, keeping clean, internet safety.
Year 2	Recognising and dealing with feelings, understanding being loved and cared for, differences in boys and girls, male and female body parts, secrets and surprises, internet safety.
Year 3	Self-esteem, differences and similarities, family differences, friendship, personal hygiene, personal safety, internet safety.
Year 4	Changes, lifecycle and body changes, puberty, hygiene, personal safety, periods (Girls only), internet safety.
Year 5	Puberty, hygiene, social changes, relationships, personal safety, internet safety, support networks.
Year 6	Puberty, relationships, reproduction and conception, how babies are born, safe relationships, internet safety.

### **Resources**

Resources are provided by the PSHE/RSE Coordinators who also keep further reference material for the teaching of more sensitive issues. Advice from the school nurse is available if required. Each year group has a PSHE/RSE file which contains all the materials needed to teach SRE. This material is also available to staff on the shared server in PSHE Resources and online using the Healthy Schools link in the staff area of the school website.

### **Impact**

The PSHE/RSE Co-ordinators monitor and review the teaching of Sex and Relationships Education. They achieve this through observation and end of programme questionnaires that will be completed by students and evaluated to inform planning. Staff involved in teaching the SRE programme will meet to discuss and amend the programme as required. The training needs of staff will be regularly monitored and INSET provided as needed. It is the responsibility of the 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. Learning evidence can be found in classroom floorbooks.

Approved by: Governing Body

Reviewed: Autumn 2019