

# TRIMLEY ST MARY PRIMARY SCHOOL



## Relationship and Sex Education Policy

### School Context

Trimley St Mary Primary School is an urban school situated in the centre of Trimley St Mary. The area does have a teenage pregnancy rate which is above the national average and therefore an area of concern. Please refer to 'Public Health England' data.

The school's catchment area consists of homeowners and local authority housing, the majority of families are from a white British background and a growing minority from other racially diverse backgrounds. The Policy fully embraces pupils of all cultural backgrounds and includes materials suitable to their beliefs and age.

### What is Relationships and Sex Education and why do we teach it?

*'Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).'*

*'A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.'*

*'Sex and relationships education (SRE) for the 21<sup>st</sup> Century' (2014)*

DFE Guidance states:

Primary schools 1.12

*The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.*

*1.13 All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem. [...]*

*Sex and Relationships Education in Schools (England)*

*19 December 2017*

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

## Changes in the Law and DfE Statutory Guidance

### Children and Social Work Act 2017: statutory Relationships and Sex Education

2.1 Secretary of State Announcement and legislation On 1 March 2017, the Education Secretary, Justine Greening, announced her intention to put 'Relationships and Sex Education' - rather than SRE - on a statutory footing. She also announced her intention to create a power to make personal, social, health and economic education (PSHE) statutory in future, following further work and consultation. The necessary legislation was passed shortly before the dissolution of parliament for the 2017 General Election. It is intended that teaching of reformed RSE will start in September 2019. The relevant sections of the Children and Social Work Act 2017 require:

- All primary schools in England to teach age-appropriate 'relationships education'
- The parental right to withdraw children from sex education has been retained.<sup>7</sup>

The Education Secretary stated: The statutory guidance for Sex and Relationships Education was introduced in 2000 and is becoming increasingly outdated. It fails to address risks to children that have grown in prevalence over the last 17 years, including cyber bullying, 'sexting' and staying safe online.

The government is proposing the introduction of the new subject of 'relationships education' in primary school and renaming the secondary school subject 'relationships and sex education', to emphasise the central importance of healthy relationships. **The focus in primary school will be on building healthy relationships and staying safe.** As children get older, it is important that they start to develop their understanding of healthy adult relationships in more depth, with sex education delivered in that context.

**The 8 Cs** - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within PSHE.



Curriculum Drivers - At the heart of Trimley St Mary School, lies clearly defined and understood “curriculum drivers” that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil’s experiences.

Mastery Statement	Trimley St Mary School – Curriculum Drivers		The 8 Cs
Enrichment Policy			The Language of BAD
<b>Community</b>  Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local business and other agencies, we support, motivate and inspire all children to achieve and be successful in their own right.	<b>Initiative</b>  We demonstrate that we can think for ourselves, take action when necessary and have the drive to achieve. We welcome the challenge of doing things without being asked, solve problems; we have the desire to continually learn and grow. We recognise the importance of leading our own learning, carrying out research, asking questions and seeking help when needed. We show resilience and determination and know that these skills will be essential in our next stages of education and the workplace.	<b>Mindfulness</b>  As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. We work with children who may have struggled with difficult life events to help them re-engage with life and learning. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children’s awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	<b>Diversity</b>  We serve to support the rounded development of children and promote diversity. We show support for diversity by talking with people to find out how best to include them and respect their beliefs. By valuing and respecting diversity, we encourage everyone to respect others’ right to their own beliefs, values and opinions. Children’s connection to diversity develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive identity for themselves, as well as supporting children’s sense of belonging and self-esteem. When their mental health and wellbeing is supported, so is their learning.

### Policy Statement

RSE is embedded in the PSHE curriculum and aims to help children develop:

- self-esteem and self-awareness
- skills needed for successful relationships
- a beneficial attitude towards difference and diversity (including an acknowledgement that the law allows same sex marriages)
- an understanding of their own and other’s rights
- emotional literacy
- the ability and confidence to make informed choices
- the ability to keep themselves and other people safe by minimising risk from harm
- an understanding of their own and others’ attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions
- a discerning eye for the messages they receive from the media

- a positive attitude towards their body and sexuality
- the ability to access help and support

We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies
- the importance of family life including teaching through RE
- different families
- moral questions
- relationship issues
- respect for the views of other people.

This policy is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work. It is written for staff, parents/carers, governors and visitors to the school.

RSE gives pupils accurate information about sex and relationships, allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

In a world where children receive information about relationships and sex from a variety of sources, many of which are inaccurate or 'unhealthy', our RSE programme aims to counterbalance these messages by providing accurate information as part of a supportive programme.

RSE is about helping children to develop and maintain successful relationships, about providing them with information that will support them with the process of puberty and helping them understand issues relating to sex and reproduction. KS2 RSE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex. Therefore these lessons will take place in the Summer Term for Year groups 1-6 based upon a spiral curriculum.

RSE is about demonstrating to children that matters relating to relationships, the body and sex can be spoken about in a sensitive and positive way. This helps children feel more comfortable communicating about these matters. This therefore will undoubtedly increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication - with a partner and/or sexual health services.

Links to the RSE policy can also be found in other policies including PSHE Policy, Safeguarding Children Policy, Behaviour Policy, Drug Education Policy and Science Policy.

Moral and Value Framework

We teach RSE within the following moral and values framework that we wish to promote:

- self-respect and respect for others
- empathy, mutual support and co-operation
- honesty
- responsibility for personal actions
- an awareness of the uniqueness of individuals
- respect and acceptance towards others who may have different backgrounds, cultures, and sexuality
- the right of people to hold their own views (as long as these views do not impact negatively on the rights of others)
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about relationship and sex issues

### Equal Opportunities

We are committed to the provision of RSE to all of our pupils. Equal time and provision will be allocated to all pupils with additional time and support provided to any group of pupils as necessary.

Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, special needs, ability or disability.

### Curriculum Intent - Content

We regard Relationships and Sex Education as a whole-school issue and we believe that opportunities to teach about the importance of a healthy lifestyle occur naturally throughout the curriculum. There are also opportunities in circle time.

We teach RSE through different aspects of the curriculum. While we carry out the main RSE teaching in our PSHE curriculum, we also teach some RSE through other subject areas (for example science and PE), 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.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We encourage the children to ask for help if they need it.

In science lessons in both key stages, we follow the guidance materials in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them

about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

The content of RSE (embedded in PSHE) at Key Stage 2 will include the following topics, as outlined in the Suffolk SRE framework:

- Growing up
- Naming sexual organs
- Personal hygiene;
- The physical and emotional changes of puberty including menstruation
- Sex and reproduction
- Challenging sexual stereotyping;
- Challenging homophobia;
- Considering media messages;
- Developing a positive body image;
- Changing relationships as we grow up;
- Aspirations and how we might see our futures;
- Different types of relationships including friendships, family relationships and dealing with strangers
- How to find help and support;
- Developing emotional literacy;
- Peer influence and peer pressure;
- Considering rights and responsibilities;
- Raising self-esteem and increasing self-awareness ;
- Exploring friendships - making, valuing and maintaining them;
- Challenging assumptions, stereotyping and prejudice
- Communication skills - saying 'no' and being assertive, dealing with conflict, negotiation
- How to build healthy relationships including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict and recognize unhealthy relationships
- How relationships affect health and well-being, including mental health.
- Healthy relationships and safety online

The content of the new amended RSE requirements for September 2019 (which have now been incorporated into our school policy) was decided using County guidance and in consultation with pupils, parents/carers, governors and external agencies, which includes:

- Different types of relationships, including friendships, family relationships, dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships

- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online

### Implementation - Teaching and Learning

RSE resources are chosen and checked for being inclusive, promoting positive, healthy and unbiased messages, age appropriateness, promoting positive values, being accurate and being up to date.

RSE is delivered by the pupils' class teacher. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside agencies may be invited to contribute to the delivery of RSE in school. We have a code of practice for using visitors to support the delivery of PSHE:

- visitors are invited into school because of the particular expertise or contribution they are able to make;
- all visitors are familiar with and understand the school's RSE policy and work within it;
- all input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- all visitors are supervised/supported by a member of staff at all times;
- the input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

We will endeavour to:

- answer all relevant questions asked
- make it clear, through ground rules, that nobody should ask personal questions
- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage)
- use a question box (a whisper box in the classroom wherein pupils can 'post' written questions). Children may or may not use this question box anonymously. (This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question)
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually;
- encourage pupils to ask their parents/carers any question outside the planned programme

- with the pupil's permission inform parents/carers about questions their child has asked
- make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme. We will inform parents and carers of this decision through this policy and letters so that they can exercise their right for this not to happen with their child.

All Staff will use the correct terms for all body parts as this is deemed good practice and will avoid the use of any slang.

Respect will be shown at all times. No personal questions are acceptable in RSE lessons. Strategies will be developed to ease embarrassment if it occurs.

All pupils will learn about both sexes; however, where possible, opportunities will be made for pupils to discuss matters further in single sex groups or individually.

The RSE programme will be monitored and evaluated through:

- questionnaires
- discussions
- teacher assessments
- pupils' self-assessment and evaluations

### Safeguarding and Confidentiality

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases the school's safeguarding children policy needs to be referred to.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named Child Protection coordinator, Mrs Ashford. (See Child Protection Policy and Safeguarding Policy)

### Monitoring and review

All teachers and governors will receive a copy of the policy. Training will be regularly delivered to staff on the policy content. A copy will be provided for parents/carers on request. A link to the policy is included on the school website.

The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of RSE provided outside the national curriculum science orders.

The Curriculum Committee of the Governing Body, along with the Foundation Governors, monitors our RSE policy on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy



needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments.

### Curriculum Impact - Learning Outcomes

(Ofsted 2002 Sex and Relationships HMI 433)

Please note that statements marked with an asterisk are part of NC Science requirements (Sept 2014)

#### By the end of Key Stage 1 pupils will be able to:

- identify, name, draw and label external parts of the human body (statutory)
- (this does not inhibit naming of external genitalia; this is a safeguarding issue, but is non-statutory)\*
- recognise similarities and differences between themselves and others and treat others with sensitivity \*
- identify and share feelings
- recognise safe and unsafe situations (links to e-safety)
- identify and be able to talk to someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

#### Pupils will know and understand:

- animals, including humans, grow and reproduce \*
- humans and animals can produce offspring and these grow into adults\*
- rules for keeping themselves safe and healthy
- safe places to play and safe people to be with
- needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- names of main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

#### By the end of Key Stage 2 pupils will be able to:

- express opinions, e.g. about relationships and bullying
- listen to and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions and express feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a range of situations, such as seeking new friends
- form opinions which they can articulate to an audience
- recognise their own worth and say positive things about themselves

- balance stresses of life to promote mental health and well-being
- see things from other people's points of view e.g. parents or carers
- discuss moral questions
- listen to and support friends and manage friendship problems
- recognise and challenge stereotypes
- recognise pressure of unwanted physical contact and know ways of resisting it
- describe reproduction in plants and animals (sexual reproduction in animals is non-statutory)
- describe the changes as humans develop to old age (should learn about changes experienced in puberty is non-statutory)

#### Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction \*
- about the main stages of the human lifecycle\*
- about physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- their actions have consequences and be able to anticipate results of them
- about different forms of bullying people and the feelings of bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- accept a wide range of different family arrangements, e.g. second marriages, fostering, extended families, same sex relationships and three or more generations living together.

#### Content and Resources

The main resources for the teaching of Sex and Relationships Education will be viewed and approved by governors.

Coram SCARF spiral curriculum resources, CWP resources, SEAL resources, Learning Together units of work, PSHE association resources and recommended books, film clips and story books are the main source of resources. Teachers may use appropriate resources from those available.

#### EYFS

##### CWP resources used:

- to consider rules and patterns of a typical day
- to understand why hygiene is important
- to recognise that all families are different
- SEAL (red set) Learning Together
- What makes a friend?
- Growing up and looking to the future

- What are a baby's needs and what are my needs?

### Year 1 (Scheme of work attached)

#### CWP resources used

- to understand some basic hygiene principles
- to introduce the concept of growing and changing
- to explore different types of families and who to ask for help

### SEAL (blue set)

- What makes a friend?
  - How am I changing? Understanding that males and females are different.
  - Keeping safe and the right to say no.
  - Understanding who can help and give physical and emotional support
  - identify, name, draw and label external parts of the human body (statutory)
- (this does not inhibit naming of external genitalia; this is a safeguarding issue, but is non-statutory)\*NC Science 2014

### Year 2 (Scheme of work attached and sent to parents vis Parentmail)

#### CWP resources used:

- to introduce the concept of male and female and gender stereotypes
- to identify differences between males and females
- to explore some of the differences between males and females and to understand how this is part of the lifecycle
- to focus on sexual differences and name body parts

### SEAL (blue set)

#### Learning Together

- Managing friendships
- Coping when a friendship breaks
- Dealing with unwanted behaviour
- humans and animals can produce offspring and these grow into adults\* (they should be expected to know how reproduction occurs)NC Science

### Year 3 (Scheme of work attached and sent to parents vis Parentmail)

#### CWP resources used:

- to explore the differences between males and females and to name the body parts
- to consider personal space and having the right to say what they like and dislike
- to explore different types of families and who to go to for help and support

### SEAL (yellow set)

Developing self-esteem and confidence

Friendships, peer pressure, bullying and the ability to say no  
Valuing and caring for others

### Year 4 (Scheme of work attached and sent to parents vis Parentmail)

CWP resources used:

- to explore the human lifecycle
- to identify some basic facts about puberty
- to explore how puberty is linked to reproduction

### SEAL (yellow set) Learning Together

- Dealing with breakdown of friendships
- Different friendship groups

### Year 5 (Scheme of work attached and sent to parents vis Parentmail)

CWP resources used:

- to explore the emotional and physical changes occurring in puberty
- to understand male and female puberty changes in more detail
- to explore the impact of puberty on the body and the importance of physical hygiene
- to explore ways to get support during puberty

### SEAL (green set)

- Ground rules for working together on sensitive issues
- Physical/ social and emotional changes in preparation for puberty, hygiene and personal safety
- Facing the challenges of puberty with family and peers  
Is it only me? Timing/ rates of change  
(NB pupils should be taught about puberty before it happens and at the latest this should be addressed in Yr5 according to NHS advice and earlier with mature pupils)
- Respecting other peoples emotions and feelings about sensitive
- Difficulties in understanding and coping with feelings and behaviour
- Describe reproduction in plants and animals (sexual reproduction in animals is non-statutory)NC Science
- Describe the changes as humans develop to old age (should learn about changes experienced in puberty is non-statutory)NC Science

### Year 6 (Scheme of work attached and sent to parents vis Parentmail)

CWP resources used:

- to consider puberty and reproduction

- consider physical & emotional behaviour in relationships
- to explore positive and negative ways of communicating in a relationship
- families and relationships
- changes which happen in adolescence
- media pressure
- learning the anatomical names of male and female organs
- conception and birth
- internet safety

### SEAL (green set)

- changes in the body related to puberty, such as periods and voice breaking;
- Guidance is provided for girls concerning the need for sanitary protection and the provision of facilities in school.
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; how a baby is conceived and born.

Throughout this programme, the emphasis is on discussion. Before each lesson, pupils are reminded of the need for fairness, consideration and respect for others. In Year 5 and 6 units, teachers ensure that lessons do not become too exclusively focussed on the physical aspects so that time is allowed to discuss feelings, relationships and values. Discussion takes place in smaller groups and one-to-one situations if appropriate.

### Ethnicity

Research with families shows that children cannot always rely on their parents to talk to them about puberty or sex. In particular, a range of children from black and other minority ethnic communities are less likely to talk to their parents about sex and relationships. Some young women and young men from some minority ethnic communities may rely on schools as their main, and sometimes only, source of sex education. For some children it is not culturally appropriate to address particular issues in a mixed group. Consulting pupils and their families will help to establish what is appropriate and acceptable for them.

### Dealing with sensitive issues and confidentiality

There may be occasions when a child discloses information which staff cannot keep confidential. In these cases the staff member needs to:

- ensure the pupil knows that the staff member cannot offer unconditional confidentiality
- reassure the pupil that his/her best interests will be maintained

- reassure the pupil that if confidentially has to be broken, he or she will be informed first and then supported as appropriate
- encourage the pupil to talk to their parents or carers and give them support to do this (unless the nature of the disclosure would make this inappropriate)

If a staff member is concerned that a child may be at risk from abuse they should follow the school's Safeguarding Children Policy.

### Equal Opportunities

Activities are planned to ensure that they provide equal provision for boys and girls. Throughout the programme, children are taught in their normal classroom groupings. After consultation with parents, it has been agreed that male as well as female staff should be involved in teaching, wherever possible, and particularly in Year 5 and Year 6. The school nurse may be asked to join us for sessions and be available after lessons to answer questions and address concerns.

Children who miss a lesson for any reason during the units on puberty or sex education will join another class for the same lesson whenever this is possible.

Issues are discussed in a culturally sensitive way and children are encouraged to respect a variety of attitudes towards relationships and sex. Disrespect and prejudice are not tolerated and staff adopt strategies to combat them, in line with school policies on racial equality, behaviour, bullying and cyberbullying. (See policies available as listed on 'safeguarding' information on our school website)

### Differentiation and special needs

Where appropriate, children will receive additional support from their teacher or a teaching assistant. As with all children, their learning will be assessed at the end of each lesson.

### Involving parents

Before any year group embarks upon its RSE programme, parents/carers will be informed by letter of their right to withdraw their child from RSE lessons except for those parts covered by the statutory National Curriculum science, with a written letter to the head teacher and given an overview of the topics the child will be covering. Parents will also be invited to attend a meeting which will give them the opportunity to look at the resources which will be used, the planning and ask any questions. Parents/carers are also reminded that they can have a copy of the RSE policy on request. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver RSE to their children at home.

Each class sends home a termly newsletter which describes the topics to be covered in each curriculum subject. Thus parents are aware in advance that their children

will be learning about relationships and sex. Parents of Years 5 and 6 are also invited to a general meeting, where they can find out in advance, information about the content of Sex and Relationship lessons.

Assessment and monitoring of Sex and Relationship Education is carried out following the guidance in the Monitoring and Evaluation Policy and the PSHE Policy.

DATE: September 2019

REVIEW: September 2021

This policy was written with reference to:

'Sex and Relationship Education Guidance (2000) statutory guidance for schools  
Ofsted 2002 Sex and Relationships HMI 433

Equality Act 2010

'Sexual Health Improvement Framework' (2013)

PSHE education guidance DFE (Sept 2013)

'Sex and relationships education (SRE) for the 21<sup>st</sup> Century' (2014) - supplementary information

Science Education/PSHE Association 2014

Sex and Relationships Education in Schools (England)

(19 December 2017)

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

Please refer to latest government guidance:-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This policy was approved by governors on .....