



Thornaby Church of England Primary School

Sex and Relationships Education Policy

Rationale and Ethos

Thornaby C of E Primary School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Education Guidance (2019).

Objectives

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. 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. We will work towards this aim in partnership with parents/carers.

Curriculum Design

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at Thornaby C of E Primary School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSE through other subject areas (eg Science, PE and R.E.), 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 R.E. 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. We regularly carry out a whole school Diversity week to highlight the diverse nature of our growing society.

Since SRE 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.

Lessons in Year 1 will include children learning about:

- The importance of personal hygiene
- How they have changed over time.
- To correctly name main body parts for both boys and girls using the correct terminology.
- To recognise how other people are feeling and share their feelings with others.
- The importance of not keeping secrets that make them feel uncomfortable, anxious or afraid.
- About the importance for respect for the differences and similarities between people.
- To learn about appropriate and inappropriate touch.

Lessons in Year 2 will include children learning about:

- The importance of and how to maintain personal hygiene.
- About the process of growing from young to old and how people's needs change.
- To learn the names for the main parts of the body and the bodily similarities and differences between boys and girls.
- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- To learn 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.

- To learn to identify and respect the differences and similarities between people.
- To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.

Lessons in Year 3 will include children learning about:

- To develop strategies for keeping safe online.
- About what makes a positive, healthy relationship, including friendships.
- To judge what kind of physical contact is acceptable or unacceptable.
- To understand the concept of 'keeping something confidential or secret'.
- To learn that differences and similarities between people arise from a number of factors; including family, cultural and religious diversity.
- To begin to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To understand personal boundaries; to identify what they are willing to share with their most special people.

Lessons in Year 4 will include children learning about:

- To begin to understand how their body will, and their emotions may, change as they approach puberty.
- To develop strategies for keeping safe online; the importance of protecting personal information.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To understand 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'.
- To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.
- 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.
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Lessons in Year 5 will include children learning about:

- To understand how their body will, and their emotions may, change as they approach and move through puberty.
- To learn about taking care of their body and begin to understand that they have the right to protect their body from inappropriate and unwanted contact.

- To develop strategies for keeping safe online; what is and is not appropriate to ask for or share.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive, healthy relationships and recognise different types of relationships.
- To understand 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'.

Lessons in Year 6 will include children learning about:

- To continue understand how their body will, and their emotions may, change as they approach and move through puberty.
- To learn about human reproduction.
- To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
- To recognise what constitutes a positive, healthy relationship and recognise ways in which a relationship can be unhealthy.
- Understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime.
- To understand the difference between, and the terms associated with sex, gender identity and sexual orientation

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We

encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

Roles and Responsibilities

The Role of Parents

The school is well aware that the primary role in children's RSE 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. In promoting this objective we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the PSHE Coordinator

It is the responsibility of the PSHE Coordinator to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the PSHE Coordinator and Headteacher.

Content

Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting.

Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

Language

Children should be introduced, at appropriate stages, to the correct terminology. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of SRE, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Visiting speakers

Any visiting speakers to the school should be familiar with the Governor's Policy on Sex and Relationships Education. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Advising Parents/Carers

Parents/Carers will be advised (by letter) about SRE lessons their child will be participating in this forthcoming year, this letter will be year group appropriate and specifically mention topics that will be taught. They will also be invited to a parents meeting to gain further knowledge of the new curriculum. Further details of lessons will be provided to parents upon request and they will be invited to view any materials before the lesson, if they require.

Safeguarding

Teachers conduct SRE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Head of School.

Dissemination

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- Science policy
- P.E.
- R.E.
- P.S.H.E. and Citizenship
- Drugs Policy

Written September 2019

This policy will be reviewed July 2020 prior to the RSE becoming a statutory subject in September 2020.