



Thornaby Church of England Primary School

Relationships and Sex Education Policy

Intent

Thornaby C of E Primary School considers that Relationships and Sex 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). When we inform our children through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

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.

Implementation

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 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.

Curriculum in Early Years

Our RSE curriculum within the Early Years focuses on children building and strengthening relationships both at home and at school and managing their own self-care.

Children will be taught:

- About the role of the family
- How to manage their feelings and emotions to form friendships
- How to live a healthy lifestyle
- To becoming more independent with their personal and hygiene needs.

Curriculum in Key Stage 1

Children will be taught:

- To use the correct terminology for main parts of the body, including external genitalia and that the parts of their bodies covered by underwear are private.

- The importance of self-hygiene.
- What is a family?
- How people grow and change as they move from young to old.
- How to respond if physical contact makes them feel uncomfortable or unsafe.
- How to resist pressure to do something if it makes them feel worried or unsafe (including secrets).
- About internet safety.
- About loss, change and bereavement.

Curriculum in Lower Key Stage 2

Children will be taught:

- How to recognise if a relationship is making them feel uncomfortable
- That their body belongs to them and should not be touched without their consent.
- To recognise and respond to peer pressure.
- How families differ from one another.
- About the right to privacy.
- That children have rights.
- About puberty and how their bodies change
- How to stay safe online and what to do if a situation makes them feel worried or scared.
- That the law exists to keep them safe.

Curriculum in Upper Key Stage 2

Children will be taught:

- How individuality and personal qualities make up someone's identity.
- That there are a range of factors that influence a person's identity.

- How to challenge stereotypes.
- About the different types of relationships people might have.
- How to recognise risk in relationships with others.
- How to respond to pressure, inappropriate contact or concerns about personal safety both online and in person.
- How positive relationships support well-being
- FGM (Female Genital Mutilation) is illegal and goes against a person's human rights.
- That people have different relationships in their lives including romantic and intimate relationships.
- That people who are attracted to and love each other can be from any gender, ethnicity or faith.
- How puberty relates to growing from childhood to adulthood.
- About the reproductive organs and how babies are conceived.
- That there are ways to prevent a baby being made.

In Year 4 we place a particular emphasis on RSE, as many children begin to 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.

Impact

Children will:

- Form healthy relationships.
- Have a healthy respect for themselves and others.
- Understand and respect the differences between them.
- Understand the changes within their bodies as they grow and develop.
- Grow into understanding and respectful members of our community.

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 off-spring 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.

Assessment

Formative assessments are carried out daily and used to clarify learning and adapt teaching. These are done through mini plenaries and 'live' individual feedback as pupils work, by teachers and teaching assistants. Peer to peer feedback, discussion and reflection is used regularly as an essential part of learning. Assessment activities are varied and can be a piece of writing, a quiz, a piece of practical work or a presentation. Teachers may use evidence from discussions or written work to assess attainment. The children have the opportunity to reflect on their learning/self-assess at the end of the topic identifying what they have learnt throughout the topic. Following the completion of these summative assessments a judgement is made as to whether pupils are working below, at or above the expected level. These are recorded on a whole school foundation assessment tracker. This enables subject leaders to easily monitor the work produced across school. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria

Sex Education

Children cannot be withdrawn from any aspect of sex education which also falls within the National Curriculum's science programme. Teaching the curriculum provides children with a factual account of their development but does not give them the opportunity to validate their feelings and emotions, at what may be for many a very confusing time. Parents have the right to withdraw their child(ren) from lessons centred around their feelings and emotions relating to sex education.

Roles and Responsibilities

The Role of Parents

Our 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 RSE Coordinator

It is the responsibility of the RSE 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 RSE, 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 newsletter) about RSE lessons their child will be participating in this forthcoming year, this newsletter 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.

Right to withdraw

Parents no longer have the right to withdraw their child from lessons about relationships and health education, although, they can withdraw their child from sex education lessons which do not fall within the National Curriculum science curriculum. To do this, parents need to inform Headteacher/PSHE co-ordinator by letter stating their particular concerns. They will then be invited to a meeting to discuss these in person.

Safeguarding

Teachers conduct RSE 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 Educational 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 according to their maturity, to ensure that all pupils gain a full understanding. Planning for pupils with SEND is part of the planning process that we do for all pupils at Thornaby Church of England School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them but to also ensure they have access to a broad and balanced curriculum.

We strive hard to meet the needs of those pupils with special education needs and take reasonable steps to achieve this. To ensure our SEND children learn more effectively, it may be appropriate to plan smaller steps for them to achieve the learning goal, adapt the task through differentiation, alter the materials (such as less on the page, enlarged font, simple language etc), use a range of teaching styles or provide additional resources, materials or equipment. The modifications we make to each lesson depends on the SEND needs of the children and the intended learning outcome.

The SENCO is available to support staff with advice concerning any aspect of special educational needs including the provision or adaptations that need to be in place for SEND children

Equal Opportunities

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

Monitoring and Evaluation

This policy and co-ordinating 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