



Relationships and sex education policy

Relationships Education

At Trekenner it is our intent to support children to develop the skills, knowledge and dispositions to be lifelong learners able to be successful members of the local and global community. As such, we are passionate about ensuring that children receive education in key life skills. The teaching of Sex and Relationship Education (RSE) is an essential component of this.

The teaching of Relationship Education is statutory for all maintained primary schools and, in line with the Equality Act 2010, all children will access this subject within school. The focus of this is on the fundamental building blocks and characteristics of positive relationships, with particular references to friendships, family relationships, and relationships with other children and with adults.

At Trekenner CP School, Relationships Education starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of school, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact are also taught.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. The teaching of respect at Trekenner CP School is underpinned by our Five Golden Promises as outlined in our behaviour policy.

From EYFS, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which our children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of

relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When teaching about families, we pay due regard to the circumstances of family life of our children. We teach that families come in all shapes and sizes, and that different structures are in place to support some more vulnerable children such as those in care.

Furthermore, within our teaching of Relationships Education, we are mindful of promoting positive personal attributes, such as self-beliefs, perseverance and resilience. Our Growth Mindset approach, alongside our focus on Building Learning Power, supports this. In addition, we aim to develop personal attributes such as integrity, courage, humility, generosity, trustworthiness and a sense of justice.

Through our Relationships Education we maximise opportunities enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. This is achieved through class discussion and activity, assemblies and opportunities through internal and external activity.

Our teachers will also teach about safe use of the internet, and relationships that may form online. When teaching relationships content, teachers address online safety and inappropriate behaviour in a way that is relevant to our pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Through Relationships Education (and Sex Education) our school teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring our children understand they have the rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Our children are taught to report concerns and seek advice when they suspect or know that something is wrong.

Coverage of our Relationships Education can be found in Appendix One of this policy

Sex Education

Whilst Relationships Education is compulsory in all primary schools, Sex Education is not. However, at Trekenner CP School, we feel it is vital to our intent to enable children to develop an understanding of this important topic. As such, Sex education is taught in an age appropriate manner within the context of loving and stable relationships.

Moral Dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum, the school seeks to explore issues of right and wrong. The school recognises that Sex Education can be fraught with certain difficulties and, whilst it acknowledges different life style choices, it promotes a

view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Our children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and Sex Education. In such an incident, the adult will use professional judgment to decide whether or not the question should be answered, and if so, how this may be answered; it may be answered in the context of a 1:1 response if necessary. We are mindful that if questions are not answered, children may turn to inappropriate sources of information on the internet.

Content of the School's Sex Education Programme

At Trekenner CP School, we believe that Sex Education should contribute to children's growth and development by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

The National Curriculum Science Orders require the following to be taught:

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Further to these aspects of human biology, we teach more explicit aspects of sex education and believe that Sex Education should not be left until Year 6. Whenever Sex Education appears in the school's PSHE programme in a discrete fashion, the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context. There will be opportunities for parents to meet and discuss the content of these lessons before hand should they require, and parents have the right to withdraw their children from this aspect of the curriculum should they wish.

Coverage of our Sex Education programme can be found in Appendix 2 of this policy.

The Delivery of Sex Education

All teachers are responsible for teaching about and modelling good relationships within school. All that we do in school is based on good relationships; as with all aspects of teaching and learning, RSE Education is supported by the school's behaviour management policy and Golden Promises. It is also the responsibility of the whole staff to deliver the National Curriculum Science according to the Scheme of Work. It is only in KS2 where there is specific sex education being delivered which goes beyond the remit of the National Curriculum Science Orders.

Methods of Teaching and Resourcing

In the delivery of Sex Education, teachers will use a variety of teaching methods and resources. The Sex Education programme is underpinned by the Christopher Winter Project materials which identifies the specific areas to be covered in each of the year groups from Year 3 to Year 6. This ensures a consistent, coherent and progressive approach to the teaching of sex education through Key Stage 2.

A variety of teaching methods are used for the delivery of both Relationship and Sex Education including, but not limited to:

- Discussion
- Drama and role play
- Research and presentation.
- Practical activities e.g puzzles

Teachers will also use other teaching methods to enable pupils to learn about Relationship and Sex Education which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the relationships and sex education of their children in the home context. In terms of resource selection, we pay due regard to what works for our pupils, and what meets their learning needs most effectively.

There may be occasions when children are taught in single sex groups for small parts of the Sex Education programme: an example of this may be more detailed discussions and support regarding feminine hygiene for Year 6 girls. In addition, teaching may be delivered to small groups of individuals if deemed appropriate. Examples of such arrangements include children with SEND, or children who are vulnerable for other reasons.

Monitoring and Evaluating Sex Education

The Head Teacher leads Sex Education within the school. It is the Head Teacher's responsibility to:

- a) Ensure that Sex Education occurs in the school's curriculum according to the schemes of work for Science and PSHE

- b) Ensure that the agreed programme for specific Sex Education lessons are implemented appropriately and with parental knowledge
- c) Monitor the use of teaching and learning styles;
- d) Monitor the use of teaching materials;
- e) Liaise with the PSHE leader to ensure the effectiveness of the school's programme is evaluated
- f) seek parental response to the success of the programme.

Dealing with Sensitive Issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about Sex Education. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions, and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's policy in this matter.

Parental Right to Withdrawal from Sex Education

Parents have the right to withdraw their pupils from aspects of Sex Education that fall outside the National Curriculum Science orders. They do so in writing to the Headteacher. When the Headteacher receives such a letter, he will invite the parents to a meeting, at which he will explain the school policy and seek to accommodate the wishes and/or concerns of the parents so that the child can access some, if not all, Sex Education lessons. If that is not possible, the pupil will be withdrawn from the Sex Education programme and placed in another class where suitable work and supervision will be provided. The right to withdraw will be made clear in the school's prospectus. A copy of this policy is available to parents if requested.

Policy Review

This policy is reviewed annually and agreed by the school governing body prior to implementation.

Written by M Wheeler 30.11.2020

Staff and Parent consultation period held between 30.11.2020-18.01.2021 (equivalent of 1 half term)

APPENDIX ONE

Relationships Education

By the end of primary school; our children will have learn about:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive

Online Relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and resources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice eg. family, school and/or other sources.

APPENDIX TWO

Sex Education

By the end of KS2, our children will have learn about:

The coverage of our Sex Education programme is as follows:

We have a planned programme that is progressive in nature throughout KS2. The lessons are taught through our usual teaching and learning methods.

Year 3

Differences: Male and Female

Learning Intention – To explore the differences between males and females and to name the body parts.

Personal Space

Learning Intention – To consider touch and know that a person has a right to say what they like and dislike.

Family Differences

Learning Intention - To explore different types of families and who to go to for help and support.

Year 4

Growing and Changing

Learning Intention – To explore the human lifecycle.

What is Puberty?

Learning Intention - To identify **basic facts** about puberty.

Puberty changes and reproduction

Learning Intention - To explore how puberty is linked to reproduction.

Year 5

Talking about Puberty

Learning Intention – To explore emotional and physical changes occurring in puberty.

Male and Female Changes

Learning Intention – To understand male and female puberty changes.

Puberty and Hygiene

Learning Intention – To explore the impact of puberty on the body and the importance of physical hygiene. To explore the ways to get support during puberty.

Year 6

Puberty and Reproduction

Learning Intention – To consider puberty and reproduction

Understanding relationships

Learning Intention – To consider physical and emotional behaviour in a relationship.

Conception and Pregnancy

Learning intention- To explore the process of conception and pregnancy

Communicating in relationships

Learning intention- To explore positive and negative ways of communicating in relationships.

Parents do have the right to withdraw their children from any elements of RSE that fall outside of the National Curriculum Science Order where the elements of lifecycles and reproduction are statutory. This request will need to be put in writing to the Headteacher prior to the programme beginning.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	