



SHARPLES PRIMARY SCHOOL STRONGER TOGETHER

POLICY FOR

Relationship & Sex Education Policy

| | |
|------------------|----------------|
| Reviewed by | A Lloyd |
| Date | February 2024 |
| Date for renewal | September 2025 |

Introduction

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2.

This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

The policy was created by the subject leader for PSHE in consultation with staff and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

RSE 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 RSE 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”.

(Brook, SEF, PSHE Association, 2014:3)

Policy Aims and Objectives

At Sharples Primary School, RSE reflects the school’s vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

Sharples Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children’s physical, moral, mental wellbeing and emotional development at home. Through this policy we work together to:

- provide the knowledge and information to which all pupils are entitled;
- clarify/reinforce existing knowledge;
- raise pupils’ self-esteem and confidence, especially in their relationships with others;
- understand the importance of safe and stable relationships that promote respect, love and care;
- help pupils’ develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- provide the confidence to be participating members of society and to value themselves and others;
- help gain access to information and support;
- develop skills for a healthier safer lifestyle;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- develop resilience and positivity when responding to influences that may affect body image;
- reinforce and develop pupils’ understanding of how to stay safe online;
- respect and care for their bodies;

- be prepared for puberty and adulthood;
- respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- Foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Organisation and Delivery of RSE Programme

The PSHE subject leader and headteacher are responsible for the organisation of RSE at Sharples Primary School. RSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE (Jigsaw) & Citizenship - including the Social and Emotional Aspects of Learning - and through assemblies.

The relationships aspects of the RSE curriculum will be mainly taught through a particular story book read each half term that is age appropriate and which has been carefully considered. This book will be read by the class teacher throughout the half term and discussions will be held with the class. Further supporting lessons are also covered in the school PSHE scheme of learning Jigsaw where there is a relationships jigsaw piece covered for all classes in the Summer term.

Where RSE is taught within the curriculum, it will be delivered by the class teacher or HLTA and therefore usually within a mixed gender class. Assemblies are delivered by teaching staff, including the headteacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play co-operatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings.

Whilst learning about 'Understanding the World', children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

School follows a whole school approach to the teaching of PSHE and RSE and follows the Jigsaw scheme of learning.

Key Stage 1

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

Through the PSHE (Jigsaw) and RE syllabus (LA SACRE), children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety including how to stay safe online through our digital citizenship units through our computing programme of work.

Key Stage 2

Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Through the Computing curriculum, children will learn about digital citizenship and how to stay safe online building on from their previous learning. In year 6 children will learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform. This module supports the children in preparation for their secondary school transition and for the advance demands of social media.

Through the PSHE (Jigsaw) and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex Education is taught as a discrete subject to children in the following year groups during the summer term:

In Year 5 Children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings.

Lessons focus on the key questions: What are the differences between male and female bodies? How have our bodies changed since we were born? What is puberty? How does your body change? What are the reasons for this change? What is menstruation and why does it happen?

In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition they will learn about healthy and loving relationships.

Lessons focus on the key questions: How do our bodies work? How do we cope with changing emotions and relationships? What is a loving relationship? What is a sexual relationship? How is a baby conceived? What influences our body image?

Equal Opportunities

The RSE programme will be delivered in accordance with the school's Inclusion Policy, Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. Pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability at an age appropriate level. The promotion of any type of relationship shall not occur.

Where appropriate pupils will be given opportunities to discuss specific issues related to puberty in same sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

Right of Withdrawal

At Sharples Primary School we will inform parents when aspects of the Sex Education programme are taught. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons.

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)

Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').

Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs), Mrs G Partington, Mr A Lloyd, Mr M Slater, Mrs K Bradshaw should be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the headteacher, and PSHE leader.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teacher' planning and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is available to view on the school web site.

Links with other Policies

Due to the nature of the subject, this policy should be read and implemented in conjunction with other policies.

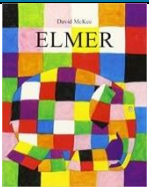
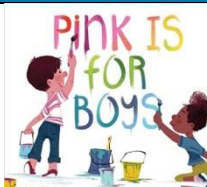
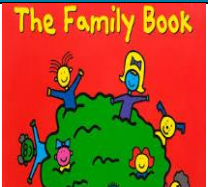

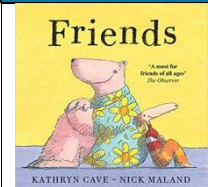
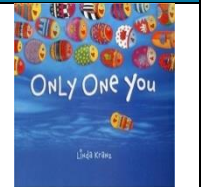

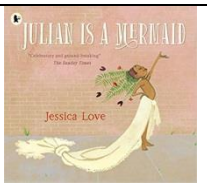
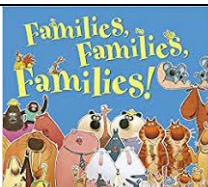
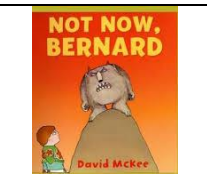
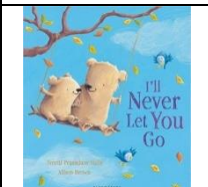
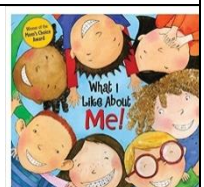
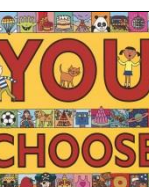
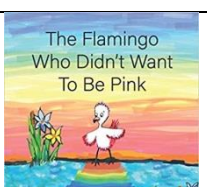
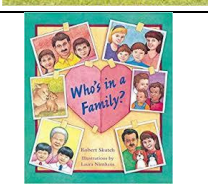
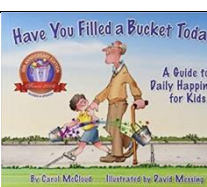
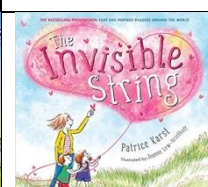
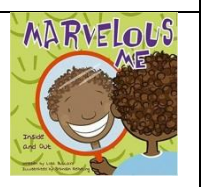

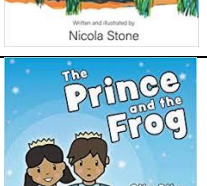
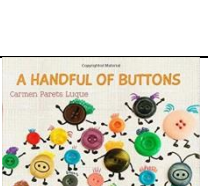

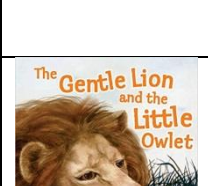
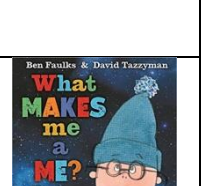


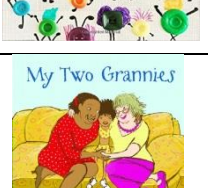

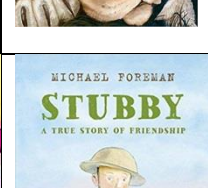






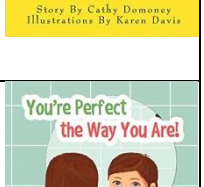
Date of Policy: February 2024

Review of Policy: September 2025

The values of

Sharples Primary School is that we are stronger together.

Appendix 1 Whole school book approach to teaching RSE. Please also see PSHE policy and progression of learning on the school website.

| | It's good to be different | Gender Stereotyping | Families | Feelings | Relationships | Positive Self Image |
|-----------|---|---|---|--|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |
| Year 5 |  |  |  |  |  |  |

| | | | | | | |
|----------|---|---|---|--|---|---|
| Year 6 |  |  |  |  |  |  |
| Assembly |  |  |  |  |  |  |