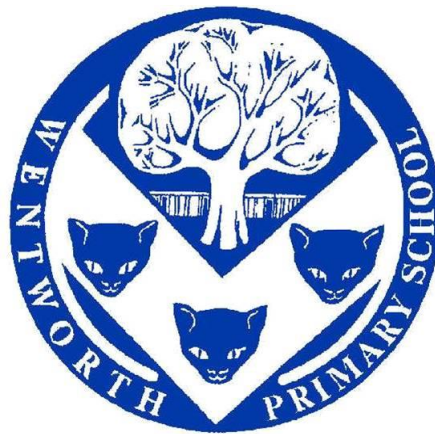


Wentworth Primary School



Relationships and Sex Education Policy (RSE)

January 2020

Review Date: January 2023

Intent of the Policy

This policy was developed in response to Sex and Relationships Education Statutory Guidance DfES 2020 (RSE).

The purpose of RSE is to support children through their physical and emotional development whilst helping them to understand themselves, respect others, form, and sustain healthy relationships. As such, RSE should enable pupils to express their needs, ask for help, and support throughout their development, with children nearing the end of Key Stage 2 managing and making sense of the emotional and physical changes during puberty.

Implementation of our RSE programme

RSE is delivered through the school's PSHE programme (elements of the Cambridge scheme) alongside the Science National Curriculum and e-safety. It promotes the principle of RSE being lifelong learning. Its aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include delivering through the following areas so that by the end of primary education pupils have the following skills and knowledge:

Areas to be covered:

Families and people who care for me

Pupils will be taught:

- 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs and to reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers. We aim to do this at Wentworth.

Caring friendships

Pupils will be taught:

- 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 are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most 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 will be taught:

- 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
- 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
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils will be taught:

- 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 sources 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 will be taught:

- 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, for example family, school or other sources

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Sex Education

Sex education is part of our National Curriculum Science programme, though other aspects are taught in PSHE lessons and with stand-alone puberty and reproduction lessons delivered in Years 5 and 6. Through planned lessons in the curriculum, as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills about positive relationships gradually and appropriately.

The PSHE stand-alone puberty lessons are delivered in year 5 and 6 and focus on basic anatomy, including the physical differences between female and male bodies, using the correct clinical terminology. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. The children will learn about good hygiene considering their own personal hygiene practices and considering new personal hygiene routines relevant to puberty and how babies are conceived.

Objectives covered over Years 5 & 6:

- To identify male and female sexual parts and describe their functions.
- To use correct and appropriate terminology.
- To understand the physical changes that take place at puberty, why they happen and how to manage them.
- To understand that physical changes happen at different rates for different people.
- To understand how the media, families and friends can influence attitudes to their bodies.
- To know about new aspects of personal hygiene relevant to puberty.
- To understand and accept differences and that everyone is individual (e.g. homosexuality, transgender etc.).
- To understand the importance of consent; including how to ask for consent, what enthusiastic verbal consent looks like and how to accept 'no' as normal boundary-setting in a relationship.
- How to be safe on the internet and social media.
- How babies are conceived and born.

Creating safe and supportive learning environments

In order to ensure children feel comfortable and that pupils do not share personal details about themselves or others it is important to establish ground rules at the start of any sex education and relationship lessons. These are developed with pupils and ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate. Children are encouraged, and given the opportunity, to ask questions to develop their understanding.

Entitlement and equality of opportunity

We believe that all young people should receive relationship and sex education and therefore offer provision appropriate to the needs of all our pupils, ensuring we are treating all equally and fairly. We will make reasonable adjustments so all pupils can access an RSE curriculum; therefore we intend our policy to be sensitive to the needs of individuals. We also aim to deal sensitively with issues, that children may raise and answer appropriate questions raised, as young people need to feel that sex and relationship education is relevant to them. Should concerns arise, please refer to our safeguarding policy on how these matters will be dealt with.

Partnership with parents/carers

Our school is committed to working with parents/carers. Under the DfE statutory guidance 2020 parents can withdraw pupils from part of the RSE that is outside the compulsory elements of sex education contained in the Science National curriculum. Before the sex

education programme is delivered, parents and guardians will be notified and given the opportunity to withdraw their child should they so wish. This must be in writing from the child's parent, guardian or carer.

Safeguarding

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However if a child makes disclosure of something of concern then the teacher will follow the school safeguarding procedures and Keeping Children Safe in Education guidance. They will inform the Designated Safe guarding Lead or Deputy and complete the pink form ASAP.

Monitoring of RSE

It is the responsibility of the PSHE subject leader to oversee and organise the monitoring and evaluation according to our school's policy. Implementation will be monitored by the Head teacher and PSHE subject lead and reported on to the Governing body.