

# **Relationship and Sex Education Policy**

## **School: Wallsend Jubilee Primary School**

**Date of Policy: June 2020**

**Member of staff responsible: S Anderson\ F Tait**

**Review date: June 2022**

### **Links to Other Policies/Guidance**

**Safeguarding, Child Protection, Confidentiality, Science, SEMH**

### **1. Rationale**

We have based our school's Relationships and Sex Education (RSE) on the updated statutory guidance from the DFES 'Relationships Education' documents (July 2019) Relationship and Sex Education is part of the personal, social and health education (PSHE) programme of study. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included in our Relationship and Sex Education and are generally addressed in the Science curriculum.

### **2. Aims and Objectives**

#### **We aim to:**

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Develop sensitivity towards the needs of others.
- Learn about the importance of family life.
- Learn about the physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.
- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.
- Let pupils explore their own and others attitudes.
- Develop the skills that enable informed healthy living.

### **3. Context**

We teach Relationship and Sex education in the context of the school's aims and values. In particular, we teach Relationship and Sex education in the belief that: it should be taught in the context of marriage and family life; it is part of a wider social, personal, spiritual and moral education process; children should be taught to have respect for their own bodies; children should learn about their responsibilities to others, and be aware of the consequences of their actions; it is important to build positive relationships with others, involving trust and respect;

### **4. Organisation and Approach**

We teach Relationship and Sex education through different aspects of the curriculum from Early Years through to Year 6. The Relationship and Sex education teaching is in our personal, social and health education (PSHE) curriculum. We also teach some

Relationship and Sex education through other subject areas (for example, science, PE R.E and SEAL), 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.

Pupils will know that they are free to ask further questions and to discuss issues with their teacher and support staff. They will answer pupil's questions in an open, factual and appropriate way but will not enter into discussions about personal issues.

Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

## **5. Inclusion/Difference and Diversity**

RSE will meet the needs of all pupils, including those who are marginalized and vulnerable. We work in partnership with the SENCO and parents to ensure that all students experience a quality RSE program. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

**Equality:** In line with the Equality Act 2010 and schools we use RSE to actively promote equal opportunities for all. Please refer to our Equal Opportunities policy for further details.

## **6. Safeguarding**

School safeguarding procedures must be followed when any disclosures about abuse are made.

## **7. Content**

The following statements outline our scheme of work for the teaching of Relationship and Sex education. They draw on the DfES and other guidance on Relationship and Sex education and reflect elements of the non-statutory framework for PSHE and Citizenship. Some statements are part of the National Curriculum Science requirements and have been marked by\*.

### **On leaving Primary School should know:**

#### **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

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.

### **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 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 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
- 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 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 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 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, for example family, school or other sources

## **Mental Well-being:**

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet Safety and Harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

## **Physical Health and fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

## **Healthy Eating**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Drugs, Alcohol and Tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and Prevention**

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

## **Basic First Aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **Changing Adolescent body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

### **8. The role of parents**

The school is well aware that the primary role in children's Relationship and Sex education 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 answer any questions that parents may have about the Relationship and Sex education of their child. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Relationship and Sex education in the school. We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw their children from Statutory Relationships Education as it is vital children receive this content. Parents do have the right to request that their child be excused from Sex Education. However, we strongly advise parents to consult with us to discuss their concerns.

### **9. The role of pupils**

Feedback from students is used to evaluate and change programme.

### **10. The role of other members of the community**

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.

### **11. Confidentiality**

Teaching Staff conduct Relationship and Sex education lessons in a sensitive manner and in confidence. It is their responsibility to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher /HLTA reason for concern, then the teacher/HLTA 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/HLTA will talk to the child as a matter of urgency. If the teacher /HLTA has concerns, they will draw their concerns to the attention of the designated person who will then deal with the matter in consultation with health care professionals.

### **12. The role of the Head teacher/PSHE Co-ordinator**

It is the responsibility of the head teacher or RSE Lead to ensure that both staff and parents are informed about our Relationship and Sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure

that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher or RSE Lead liaises with external agencies regarding the school Relationship and Sex education 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. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **12. Assessment/Evaluation**

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

## **13. Monitoring and review**

The governing body monitors our Relationship and Sex education policy on a biannual basis. The Governors gives serious consideration to any comments from parents about the Relationship and Sex education programme, and make a record of all such comments.

Signed S Anderson & F Tait (PSHE Coordinator) Date 19.6.20

Signed \_\_\_\_\_ (PSHE Governor) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Head teacher) Date \_\_\_\_\_