



Our Christian faith emphasises the value and worth of every individual with their own distinctive character, gifts and abilities.

Christ's command to 'Love one another' calls us to respect and help other people. This provides the foundation for our school and all we aim to achieve.

## **Sex and Relationships Education Policy**

### **Introduction**

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers July 2018.

### **The statutory obligations for school in Relationships and Sex Education (RSE):**

From September 2020 ALL Primary schools including academies must have regard to the statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017. The guidance replaces the Sex and Relationship Education guidance (2000).

This Policy will be updated in accordance with this new guidance and staff will receive INSET on their mandatory obligation from September 2020 and guidance on what they should be teaching for RSE. The learning outcomes for RSE for each key stage and age group will be updated accordingly.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

As a school our funding agreement requires us to have regard to the statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017. The guidance replaces the Sex and Relationship Education guidance (2000), which supports this legislation and requires that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils and a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

It is felt that "the importance of sexual relationships in all our lives is such that sex education is a critical part of preparing children for their adult lives now and in the future as adults and parents" (HMI Curriculum Matters 6).

It is important that sex education must start when children are young and follow them developmentally through their school career.

Parents have a key role in teaching their children about sex. The teaching offered is aimed to be complementary and supportive to the role of parents. Parents will be informed of the sex education their child will be likely to receive in the class curriculum brochure. Parents are always welcome to discuss any concerns about the policy with the teaching staff at any time.

Parents have no right to withdraw children from those parts of the work that are part of the National Curriculum Science Orders. (Section 405 Education Act 1996), including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. The school applies this principle to the Domain of Science. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE.



## **Aims**

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. RSE should teach children to develop and form positive values, attitudes, personal and social skills and increase their knowledge and understanding of how to make informed decisions and life choices.

By the end of primary school children are expected to have covered the following topics:

### **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



## Framework for Sex and Relationship Education

Sex Education contains the following three components:

1. Knowledge  
To assist in the acquisition and understanding of knowledge about a range of issues related to personal development.
2. Attitudes  
To develop and enhance caring and responsible attitudes in young people and give them the opportunity to explore their values within a cultural and moral framework.
3. Skills  
To equip young people with a range of skills: decision making, forming relationships, coping strategies etc, in order to help them make informed decisions about their lifestyles and their environment.

Emphasising the equality of the sexes is an essential part of sex education.

The policy covers the whole school, even though it might not be immediately obvious that work with the lower school is linked to RSE and may not necessarily be called RSE

RSE will essentially be delivered by class teachers although specialist input to the programme may also be given. There are a wide range of key professionals who should aim to work together to provide full entitlement for every young person. Social workers, the probation service, health professionals, teachers and youth workers may all be planning and delivering RSE within their own service and are all bound by their agency policy and their specific roles and responsibilities.

It is desirable that RSE is planned for mixed groups; it is essential for boys and girls to know and respect one another. A lesson for girls only on the onset and management of menstruation will take place in the final term of Year 5.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate, provision will be made to address the individual child's requirements. Class teachers will use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

### Monitoring and Evaluating

This Sex and Relationships Education Policy will be reviewed regularly by the Governing body. They will liaise with staff to make any modifications necessary. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

This policy will be reviewed on a two-year rolling programme or in light of any new legislation or guidance resulting in any necessary adaptations to delivery, content, use of materials etc.

### Related policies

Curriculum, Health and Safety, Safeguarding, ICT

The Governing Body approved this policy on 9<sup>th</sup> November 2020

Signed:

Chair of Governors

Signed:

Head Teacher



## Appendix 1 - The Content of Sex and Relationships Education (SRE)

### Learning Outcomes

The following statements are offered as illustrations of learning outcomes for SRE for each key stage and age group. They give a basis for planning work to develop knowledge and understanding, attitudes and values and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with and (\*) are part of the National Curriculum science requirements.

<b>FOUNDATION</b> Age 3 -5 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Understanding of their own family life</li> <li>• Help children develop a sense of belonging and strong self-image</li> <li>• Understand that people have different needs, views, cultures and beliefs that need to be treated with respect</li> <li>• Different kinds of relationships.</li> <li>• The value and need for trust, honesty, support and respect</li> <li>• Recognising and accepting differences</li> <li>• Prepare children for changes</li> <li>• Understanding appropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Express needs and feelings in appropriate ways – orally, through actions and visual images</li> <li>• Ways of solving problems.</li> <li>• Initiate interactions with other people</li> <li>• Resolving conflict</li> <li>• Building relationships with other people</li> <li>• Communication – using appropriate language</li> <li>• Coping with change</li> <li>• Dress and undress and manage their own personal hygiene.</li> </ul>
<b>KS1 - Year 1</b> Age 3 – 5 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Consider the value of being part of different groups and communities</li> <li>• Be proud of their body, enjoy what it can do and treat it with respect</li> <li>• Begin to accept everyone as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>• People in my life. What they do for me and what I do for them</li> <li>• What I like and don't like about other people</li> <li>• What they like or don't like about me</li> <li>• My moods – feeling happy, sad etc.</li> <li>• What makes me happy</li> <li>• Understand the concept of growing from young to old that they are growing and changing</li> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things</li> <li>• Know that people have things in common but that every individual is unique</li> <li>• Basic rules for keeping themselves safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise safe and unsafe situations</li> <li>• Identify and be able to talk with someone they trust</li> <li>• Caring for myself – hygiene</li> <li>• What helps people to get on with each other? For example, listening/sharing.</li> </ul>



<b>KS1 - Year 2</b> Age 6 – 7 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Think about what responsibility means</li> </ul>	<ul style="list-style-type: none"> <li>Why families are special for caring and sharing</li> <li>Feelings in families (for example love, jealousy)</li> <li>My body and other people's bodies- similarities and differences</li> <li>That animals and humans reproduce*</li> <li>That humans and animals can produce offspring and these grow into adults*</li> <li>That they have some control over their actions and bodies</li> <li>Safe places to play and safe people to be with</li> <li>The needs of babies and young people.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware that their feelings and actions have an impact on others</li> <li>Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk</li> <li>Make a friends, talk with them and share feelings and cope with losing friends</li> <li>Identify and share their feelings with others</li> <li>Responding with increasing confidence to new people and situations</li> <li>Recognise similarities and differences between themselves and others and treat others with sensitivity*</li> <li>Know the correct names for the external parts of the body including sexual parts*</li> </ul>

<b>KS2 - Year 3</b> Age 7 – 8 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Respect their own and others' bodies</li> </ul>	<ul style="list-style-type: none"> <li>Feelings – things that make me happy, sad, embarrassed, scared etc.</li> <li>Know what we do that makes each other happy, sad and cross and what helps and what hinders friendships</li> <li>Changes in my own body and those of others</li> <li>Inside my body the functions of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence when expressing opinions for example about relationships and bullying</li> <li>Listen to and support others</li> <li>Respect other people's viewpoints and beliefs</li> <li>Recognise their changing emotions with friends and family and be able to express their feelings positively</li> <li>Identify adults they can trust and who they can ask for help</li> <li>Caring for myself hygiene, sleep, exercise.</li> </ul>



<b>KS2 - Year 4</b> Age 8 – 9 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Understand what is meant by “relationships” within families, between friends</li> <li>• How babies begin and are born – how they grow. (Do we do this in year 4?)</li> <li>• Keeping safe</li> <li>• Family trees</li> <li>• Understand that individual responses to events will vary and respect other people’s emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-confident in a wide range of new situations, such as seeking new friends</li> <li>• From opinions which they can articulate to a variety of audiences</li> <li>• Recognise their own worth and identify positive things about themselves</li> <li>• Friendship – who our friends are, how we make and lose friends</li> <li>• Making decisions – influences on me</li> <li>• Dealing with difficult situations, for example, teasing and bullying.</li> </ul>

<b>KS2 - Year 5</b> Age 9 – 10 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Show care for others as well as for themselves</li> <li>• Varied lifestyles in the class and community – differences in others and how we feel about differences</li> <li>• Consider why trust, honesty, understanding and respect are important in established relationships</li> <li>• Appreciate different ways of loving and the importance of love in relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• That some people behave differently on line, including pretending to be something they’re not.</li> </ul>	<ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include growth and reproduction*</li> <li>• About the main stages of the human life cycle*</li> <li>• About the physical and emotional changes that take place at puberty, why they happen and how to manage them</li> <li>• Develop understanding of different types of relationships including marriage and know that there are many different patterns of friendship</li> <li>• Understand more about the changes that take place in human life – parenthood, bereavement, making new relationships</li> <li>• About keeping themselves safe when involved in risky activities</li> <li>• Know people have different attitudes, values and beliefs and that these influence people’s relationships with each other</li> <li>• Know about and accept a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that actions have consequences for themselves and others</li> <li>• Recognise their own and other people’s feelings</li> <li>• See things from other people’s viewpoints, for example their parents and carers</li> <li>• Discuss moral questions</li> <li>• Recognise and challenge stereotypes, for example in relation to gender</li> <li>• Recognise the pressure of unwanted physical contact, and know ways of resisting it.</li> </ul>



<b>KS2 - Year 6</b> Age 10 - 11 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Feelings about the future, for example changing schools</li> <li>• Differences and similarities in people</li> <li>• Messages about health and sexuality from television, film, newspapers etc.</li> <li>• Families and how they behave – what members expect of each other</li> <li>• Understand that actions have consequences for oneself and others.</li> <li>• The same principles apply to online relationships, when we are anonymous, as face-to-face relationships.</li> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes in me and others – why they are happening</li> <li>• Know and understand how changes at puberty affect the body in relation to hygiene</li> <li>• Know that body changes are a preparation for sexual maturity and understand the processes of conception and birth</li> <li>• Know about the range of human variation, understand what is meant by “normality” and know that their genes and environment can cause differences between people</li> <li>• Know that families are different and not all have two opposite sex parents.</li> <li>• Why being different can provide bullying and know why this is unacceptable</li> <li>• Sexuality – what is it and what words describe it</li> <li>• Know about helping agencies which can support families and individuals in different circumstances</li> <li>• Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships.</li> <li>• The rules and principles for staying safe on line.</li> <li>• How to critically consider online friendships and be aware of the risks posed by people they have never met.</li> </ul>	<ul style="list-style-type: none"> <li>• Balance the stresses of life in order to promote their own mental health and well being and that of others</li> <li>• Listen to, support their friends and manage friendship problems</li> <li>• Expressing feelings and how we do this; being assertive; not aggressive</li> <li>• Decision-making and risk-taking</li> <li>• Demonstrate tolerance and respect for others, including those from a different family background.</li> <li>• Know how to deal with friendship problems</li> <li>• How to recognise and report risks, harmful content and contact.</li> <li>• How information and data is shared and used online</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice, for example family, school or other sources</li> </ul>

These learning outcomes are taught using Living and Growing (Channel 4). This resource introduces pupils to the core issues of Sex and Relationship education while reflecting the diverse society that children are living in today.

**Unit 1 (Age 5-7)**

- Differences
- How Did I Get Here?
- Growing Up



## **Unit 2 (Age 7-9)**

- Changes
- Girl Talk
- Boy Talk

Learning outcomes for Upper Key Stage will be taught using BBC Active - Sex and Relationship Education. This resource provides a more updated version of the diverse society in which we live.

Year 5 – Unit 1 – Growing Up (this includes both physical and emotional changes at puberty)

Year 6 – Unit 2 – Cycle of Life (this includes sexual reproduction (with graphics), masturbation, conception and a brief mention of contraception)

Year 6 – Unit 3 – Feelings (this includes keeping safe, acceptable and unacceptable contact, communicating safely via the internet, resisting negative influences, asking for help)