

Relationships and Sex Education Policy

Great Ponton CE Primary School



“Offering hope, building confidence,
developing resilience.”

Approved by:

Date: 28/02/2025

Last reviewed on:

January 2025

Next review due by:

January 2027

1. Our Values and Ethos

The Staff and Governing Board of Great Ponton Church of England Primary School believe in:

RESPECT, FRIENDSHIP, HOPE, WISDOM, DIGNITY & PEACE

2. Our Intent

This policy covers our school approach to Relationships and Sex Education within the wider context of Personal Social and Health Education. We define 'relationships and sex education' as the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. We believe relationships and sex education is important for our school because we want our children to be informed, safe, and have the tools and opportunity to discuss and pose questions about relationships and sex. We view the partnership of home and school vital in providing the context for this policy. Parents have been consulted regarding this policy. Department for Education statutory guidance states that from September 2020 all schools must deliver relationships education in primary schools. Documents that inform the school's RSE policy include:

Education Act (1996) Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st Century (2014)

Keeping Children Safe in Education – Statutory safeguarding guidance (2018)

Children and Social Work Act (2017)

Sex and Relationship Education Guidance DfES 2000

The intended outcomes of our programme are that pupils will:

By the end of KS1:

- recognise that their behaviour can affect other people
- recognise what is fair and unfair, kind and unkind, what is right and wrong
- share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- offer constructive support and feedback to others
- understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- understand change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- understand the process of growing from young to old and how people's needs change
- understand growing and changing and new opportunities and responsibilities that increasing independence may bring
- know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- understand the ways that pupils can help the people who look after them to more easily protect them

By the end of KS2:

- recognise and respond appropriately to a wider range of feelings in others
- understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.
- to recognise and manage 'dares'
- understand the difference between, and the terms associated with, sex, gender identity and sexual orientation
- understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- understand change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- know the difference between the terms, 'risk', 'danger' and 'hazard'
- recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience
- recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- know about human reproduction
- know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. We feel that the information regarding FGM is best suits to children in Y6 only and will be taught in a very sensitive, age appropriate, non-explicit manner.
- understand the strategies for keeping physically and emotionally safe
- understand the ways in which they are all unique; understand that there has never been and will never be another 'them'
- understand the ways in which we are the same as all other people; what we have in common with everyone else
- understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). FGM will be addressed only in Y6 and in a very sensitive, age appropriate, non-explicit manner.
- know how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choice

3. Roles and Responsibilities

This policy was developed through discussions with staff and governors.

Parents have been consulted in order to gain their views.

- The policy has been presented to all staff and governors and a copy made available to them. The policy is also on the school website.

- All staff are trained with how to deal with child protection issues, as detailed in our Child Protection Policy.

It is the responsibility of the Headteacher and PSHE Subject Leader to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about the policy If you require this policy in a different format i.e. larger print or you wish to have it translated into your home language, please contact the school office and we will endeavour to accommodate your request.

4. Implementation

RSE in our school is part of the personal, social, health and economic curriculum. This is integrated within the wider school curriculum and compliments and overlaps with the general ethos and life of the school. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality, sexual orientation and sexual health.

It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the consideration of the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes. It should be provided for all children including those with physical, emotional or learning difficulties.

Though the main delivery of RSE is through PSHE, some aspects are also taught through other subject areas such as science and PE. RSE is taught by the class teacher. Work in single and mixed gender groups and small groups may well be used based on learning and developmental need.

In PSHE we teach pupils about relationships and encourage children to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We teach pupils about relationships, and we encourage children to discuss issues.

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

In years 1 to 6 the curriculum is taught through The Jigsaw Scheme of Work. This provides children with an age appropriate, consistent spiral scheme of work with an emphasis on decision making and choices to be happy, healthy and safe.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how animals, including humans, have offspring which grow into adults. The focus is on changes and growing, keeping ourselves and our bodies healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In year 6 the emphasis is on the emotional and physical changes that occur due to puberty.

5. Inclusion

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Headteacher.

We will ensure that all pupils including those children with special educational needs, receive relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate question and offer support. Pupils, whatever the sexuality of their family or wider adult network of family friends, need to feel that sex and relationship education is relevant to them.

6. Safe Practices

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules (class charter). We want to reassure children of their value and self-worth including aspects of dignity, self- respect and self restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Questions will be responded to as they arise in a straightforward way, giving simple and correct information, using correct terminology for body parts and functions appropriate to the age of the child. This includes questions in sensitive areas, such as same sex parenting, abortion, sexuality etc. which may arise.

School staff have the right not to feel under pressure to answer questions on the spot and will use distancing techniques such as referring the question to a question box, allowing time for discussion about the most appropriate way to answer. School staff may decide that the question is best answered individually rather than as a whole class or may feel that the question is best answered by the parent.

7. Safeguarding

Our Safeguarding procedures are followed as set out in our Child Protection Policy. All referrals, whatever their origin will be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Teachers should be aware of the school confidentiality policy but confidentiality must not prevent action if the child is 'at risk'. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then teachers will consult with the designated safeguarding lead and in his/her absence their deputy who will contact the appropriate people in accordance with the above Child Protection Procedures, a copy of which is available for parents in school and on the school website.

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the designated child protection lead and a referral made in line with the school's child protection procedures.

Any visitor or external agency who are invited into school to deliver any part of the RSE curriculum will be briefed on our Child Protection procedures and our RSE policy so that their delivery is in line with this policy.

8. Parents and other Stakeholders

Children are exposed to information and messages from T.V, internet, social media, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive. We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations. It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents have been consulted on this policy and were consulted regarding the overall content of the curriculum in 2021. Our PSHE scheme of work is available to parents on our website which sets out the content of RSE and when this is delivered. Parents will be informed about the timing of the delivery. Parents are encouraged to discuss and ask questions.

Under the terms of the 1993 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. As of the academic year 2019/20, schools are expected to deliver 'relationships education' in primary schools. Parents are not able to withdraw from this. The right to withdraw a child from the sex aspect of RSE remains, with the exception of the biological aspects covered in national curriculum science.

If a parent wishes to withdraw their child, they should discuss this with the Headteacher. We would encourage parents to discuss any concerns at the earliest opportunity with the class teacher and head.

The Headteacher will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum. Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the Head teacher.

9. Resources

- High quality resources will support our RSE provision and will be regularly reviewed.
- Selected resources, such as books, film clips, will also be used which support and promote understanding within a values context.
- The resources reflect diversity by including books that depict same sex relationships

10. Assessment

Assessment of RSE takes place formatively through discussions, observations and analysis of children's' work. Pupils also self-assess against the lesson objectives and will have opportunities to review and reflect on their learning. Parents will be notified of progress through parents' evenings and end of year reports.

The PSHE coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place in RSE lessons.

Pupil voice will be influential in adapting and amending planned learning activities and will be sought through school council and pupil questionnaires.

11. Links to other Policies

Cross references can be made to other policies to avoid unnecessary repetition

- PSHE
- Relationships and Behaviour
- Anti- Bullying
- Safeguarding