

## THE TONBRIDGE FEDERATION POLICY

Policy name	Relationships and Sex Education Policy
School in which policy applies	Long Mead C.P School
Date written	February 2022 (update)
Date agreed by Governing Body	9 <sup>th</sup> March 2022
Date of renewal	March 2024
Senior member of staff with oversight	Karen Follows
Governor with oversight	Lesley Broom



## **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 DfEE in 2019.

The policy was created by the subject leader for PSHE in consultation with parents, 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).

## **Definition**

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE) through the Jigsaw PSHE scheme. RSE is not about the promotion of sexual activity.

## **Policy Aims and Objectives**

At Long Mead Community 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 through our PSHE and Science lessons and 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.

Long Mead Community 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 promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;

- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To 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;
- To 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 Head of School are responsible for the organisation of RSE at Long Mead Community 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 & Citizenship - including the Social and Emotional Aspects of Learning (SEAL) programme and Jigsaw programme - and through assemblies.

Where RSE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Assemblies are delivered by teaching staff, including the Head of School. 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, take 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.

## **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 six Jigsaw themes of our PSHE scheme ('Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me') and through the RE syllabus, 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. (See Appendix A for what is taught in each class).

## **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 in year 6 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 six Jigsaw themes of the PSHE scheme (above) and through the 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. (See Appendix A for what is taught in each class)

## **Inclusion and Equal Opportunities**

The RSE policy reflects and is in line with the schools' Equalities Policy and the Equality Act (2010). The school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, 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. 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 single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

### **Right of Withdrawal**

Long Mead Community Primary School will inform parents when aspects of the Sex Education programme are taught and will provide an opportunity for parents to view a sample of the resources used in lessons.

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.

Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

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.

### **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.

The normal set of ground rules established for PSHE lessons will be reinforced 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 Lead or Deputy Designated Safeguarding Leads (DSLs and DDSLs) should be consulted.

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

### **Girl's understanding of sanitary products and disposal in school**

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for

some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

### **Review, Assessment and Evaluation**

Monitoring of the RSE Policy is the responsibility of the Head of School, a governor and PSHE leader.

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

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

The policy will be reviewed annually by the PSHE leader and Head of School and approved by Governors.

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.

### **Appendix A: Jigsaw RSE Content**

The grid below shows an overview of specific RSE content for each class. The scheme of work and resources used for each class can be found on the school website. This will be taught alongside PSHE, Science and Online Safety.

<b>Reception:</b>	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
<b>Year 1 and 2:</b>	Recognising life cycles of life in nature, humans and animals; understanding that growing from young to old is a natural process and identifying what stays the same and what changes; recognising that the children are different now than they were as a baby and can recognise the terms baby, toddler, child, teenager and adult; identifying and using the correct names for different parts of girls'/boys' bodies at birth and understanding that parts of the body are private; understanding that change happens each time we learn something new; understanding that there are different types of touch and identifying which are liked/not liked; identifying changes that have happened in life so far and what they will look forward to next school year.

<p><b>Year 3 and 4:</b></p>	<p><i>Understanding that although the female normally gives birth, for some animals the male also plays an important role and expressing feelings when shown pictures of babies/baby animals; understanding how a baby grows in the uterus and how a new baby in the family might make you feel; understanding the changes that happen during puberty and how to cope with these; understanding how the body changes so that babies can be made; recognise and challenge stereotypical ideas of parenting and family; identifying changes to be made and things to look forward to in the following school year.</i></p>
<p><b>Year 4 and 5:</b></p>	<p><i>Identify that personal characteristics are inherited from both birth parents because an egg is joined with sperm; understanding that having a baby is a personal choice and knowing the internal/external parts of the body needed for making a baby; understanding that menstruation is a natural part of growing up and how to cope with this; understanding that change happens throughout life and coping with change; identifying changes that they can control and those outside of their control; identifying the changes they want to make and what they are looking forward to in the next school year.</i></p>
<p><b>Year 6:</b></p>	<p>Being aware of self-image and learning strategies for feeling good about ourselves; understanding the body changes during puberty and coping with these; in single sex groups develop a deeper understanding about how their bodies change during puberty; understanding different types of relationships, the meaning of conception and that some people need IVF to have a baby; FGM and knowing how to keep safe; understanding how things might change as they become teenagers and their responsibilities and how to cope with these; preparing and overcoming worries about transition to secondary school.</p>