



Woodside Junior School

Policy adopted: Autumn 2022

Policy to be reviewed: Autumn 2023

**RELATIONSHIP AND SEX EDUCATION
POLICY**

Introduction and Vision

This policy covers Woodside Junior School's approach to Relationship, and Sex Education (RSE).

The Education Reform Act 1988 (Section 1) states that schools should provide a curriculum that "*promotes the spiritual, moral, cultural, mental and physical development of pupils..... and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life.*" RSE is an important dimension of a child's statutory entitlement. While academies are not obliged to teach RSE, schools in ODBST will do so and will have regard to the relationships and sex guidance issued by the Secretary of State.

The content and delivery of RSE at Woodside follows the DfE Guidance for Relationships, (Primary) Relationships and Sex Education (Secondary and Health Education June 2019)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Relationships Education is mandated for primary schools from Sept 2020. Relationships Education teaches pupils about the importance of family and people who care for them, caring friendships, respectful relationships, being safe and online relationships.

The National Curriculum (2014) states: All schools should make provision for Personal, Social, Health and Economic Education (PSHE) drawing on good practice. Statutory Relationship and Sex Education (RSE) is taught as part of PSHE education.

Relationships Education is taught from year 3 – 6 and is delivered as part of Woodside's Personal Social and Health Education (PSHE) curriculum. At Woodside, we use Coram Scarf and PSHE Association as a guide to deliver our lessons.

At Woodside School we teach non statutory Sex Education and this is taught in year 6.

For details of parental right to withdraw from non - statutory sex education – please see page 5 of this policy for further details. Parents and carers cannot withdraw their children from PSHE lessons and this includes all Relationships Education and Health Education (including puberty).

Aims

This policy aims to:

- Outline how Woodside School will carry out its statutory responsibilities in respect of delivering sex education in school, tailored to the age and the physical and emotional maturity of the children.
- Provide an overview of the aims and benefits of the policy

- Provide clarity to parents and guardians as to how Woodside School will carry out its responsibilities to deliver RSE in school.

We aim to prepare pupils to understand the physical and emotional challenges of growing up; to prepare them for the next stage of their education and for life in modern Britain. At Woodside Junior School, we aim through implicit and explicit learning experiences to:

- Ensure that both Relationships Education and Health Education is fully integrated into PSHE and is incorporated into the schools' wider curriculum and throughout school life
- Foster self-esteem and respect for others as the cornerstone of good Health Education and Relationship Education
- To provide a Relationships Education programme tailored to the age and the physical and emotional maturity of the children
- Nurture a partnership between caring adults – governors, teachers, other staff and parents – to ensure sensitive support for children and young people as they grow and mature, preparing them for the opportunities and challenges they experience now and in the future
- Ensure children have the ability to recognise and accept differences and similarities and champion equalities and challenge any form of stereotyping and discrimination
- Ensure children have the ability to accept their own and others' sexuality.
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- Avoid sexual stereotyping and sexual discrimination
- Encourage children to form and maintain healthy relationships based upon mutual trust and respect, and to recognise unhealthy relationships, reporting concerns should they come across inappropriate or abusive behaviour from others
- To provide distinct sex education lessons in Year 6 to support pupils understanding of conception and birth
- Provide factual and age appropriate Sex Education that supports pupils to ask questions and engage sensitively in discussions

The school's approach to Relationship and Sex Education has three main elements:

Attitudes and Values

- To help pupils recognise that they are unique and valuable individuals.
- To learn about the value of respect, love and care.
- To learn about the value of family life and how families may differ.
- To learn about different loving relationships
- To help pupils maintain their own and each other's self-esteem.
- To have a healthy attitude towards RSE.

Personal and social skills

- To help pupils' develop skills to form and maintain healthy and rewarding relationships.

- To learn how to manage emotions and relationships confidently and appropriately.
- To support the development of pupils' emotional health and wellbeing.
- To encourage pupils to respect themselves, others at school and in the wider community
- To be prepared for puberty and adulthood.
- To respect and care for their bodies and understand privacy and appropriate relationship boundaries.
- To develop the personal attributes of honesty, kindness, respect and citizenship and make a positive contribution to life in school and in the wider community
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To develop skills for a healthy and safe lifestyle.
- To help gain access to trusted sources of information and support
- To know how to report concerns and get help should the need arise.

Knowledge and understanding

- To recognise the importance of maintaining healthy and respectful relationships both on line and in person
- To help pupils develop their knowledge about the names of parts of the body and an understanding of how their bodies work, and how to look after themselves.
- To learn and understand physical and emotional development at appropriate stages.
- Children are taught that intimate relationships are for consenting adults and respect there are different religious and non-religious beliefs regarding marriage and adult relationships
- To have a basic understanding of human reproduction and recognise that intimate relationships are for consenting adults, and are taught the law with regard to this
- To ensure children understand what they should do if they are concerned about inappropriate or potentially harmful interactions with others.

Aims of RSE delivery and compliancy

This policy has been developed in consultation with governors and school staff. Parental advice and opinion has been sought in relation to the teaching of RSE and this will be reviewed with parents on an annual basis. Relationships Education is an ongoing process which, Woodside staff and governors believe, should start in the home and continue at school and one which should happen in partnership with parents.

A collaborative and positive approach to involve and inform parents is paramount to a successful RSE curriculum. Parents can view the PSHE curriculum overview on the school website and view key RSE documents attached in this policy's appendix. With regards to Sex Education, parents will be told when designated Sex Education sessions will take place and will be invited into school to preview any resources which will be shown to the children.

The school is free to determine how to deliver the content set out in the RSE guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils (including Special Educational Needs - SEN) to embed new knowledge so that it can be used confidently in real life situations. (DFE RSE and Health Education 2019)

We recognise that a planned, appropriate and a sensitive approach to the provision of Relationships and Sex Education is a fundamental entitlement of all our pupils. This policy statement will be continually developed in consultation with parents, pupils and governors, to reflect that the school plays a supportive and complementary role to that of parents in preparing pupils to meet maturely, the challenges of adult life.

At Woodside, we believe it is crucial that children are taught about equalities and the nature and consequences of discrimination, teasing, bullying (including cyber bullying), and use of prejudiced language. Children are taught how to recognize and challenge discrimination, to report concerns and ask for help. The teaching of RSE complements the school's policies on Anti-Bullying and E-Safety and is underpinned by the Equalities Act.

Procedures are in place, as part of the PSHE Lead's ongoing monitoring of teaching and learning, to review and consult with all relevant stakeholders, including the pupils, to inform future teaching of RSE.

Relationships education expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- 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 characterized by love and care
- that stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- 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

- the importance of respecting others, even when they're very different (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 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 (primary 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

- that people sometimes behave differently online, including by pretending to be someone they're 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

- what sort 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's 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) who 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're heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice (e.g. family, school and/or other sources)

Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- 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 recognize 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're feeling and how they're 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's 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 who in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it's 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

Internal safety and harms

- 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

- 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're worried about their health

Healthy eating

- 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

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

Health and prevention

- 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 checks up at the dentist
- about personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- the facts and science relating to immunisation and vaccination

Basic first aid

- 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 bodies

- 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

Sex education expectations

There’s no statutory or prescribed list of expectations for sex education KS2, as it isn’t compulsory, but ODBST recommends that it should:

<p>Make sure boys and girls are prepared for the changes that adolescence brings (Puberty). This may include:</p>	<p>Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born. This may include:</p>
<p>Key facts about puberty (particularly from the age of 9-11 including physical and emotional changes including</p> <ul style="list-style-type: none"> ▪ Identify the physical, emotional and behavioural changes that occur during puberty for boys and girls; ▪ Understand the puberty is individual and can occur at any time between 8 – 17; ▪ Understand that the body changes at puberty are a preparation for sexual maturity; ▪ Name the male and female sex cells and reproductive organs. 	<p>Pupils learn about human reproduction in the context of the human life-cycle:</p> <ul style="list-style-type: none"> ▪ Understand that sexuality is expressed in a variety of ways between consenting adults; ▪ Understands the similarities and differences between friendships and intimate relationships; ▪ Describe how babies are made and grow (conception and pregnancy), where it occurs and how long it takes; ▪ Identify some of the roles, responsibilities, skills and qualities needed to be a parent/carer Understand the needs of a baby and how parents/carers meet those needs; ▪ Recognise that both men and women can take on these roles and responsibilities.

Right to withdraw

Parents have the right to withdraw their child from all or part of designated Sex Education lessons, though not from the statutory elements of the science curriculum set out in the appendix. A letter will be sent out to parents prior to the delivery of Sex Education and parents wishing to withdraw their child are

encouraged to make an appointment to discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Though the school complies with the wishes of parents in this regard, we hope that parents will not decide to withdraw their children as this is an important aspect of their learning and supports safeguarding and protects children from accessing inappropriate sources of information.

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Inclusion

This policy should be read in conjunction with the Inclusion policy. We are committed to the inclusion of all our pupils in the provision of RSE. Our school community comprises pupils and staff from a wide range of different, religious, ethnic and cultural backgrounds as well as those with educational and additional needs. Therefore the teaching of the RSE curriculum takes consideration of our equalities and safeguarding policies. Children with Special Educational Needs (SEN) will be given extra support and time, if necessary. Children with English as an Additional Language (EAL) will be provided with resources that will allow them to access the content of the sessions.

Confidentiality

Teachers conduct RSE lessons in a sensitive and supportive manner. Pupils are encouraged to ask questions and explore themes being taught. Pupil confidentiality cannot be guaranteed with respect to any safeguarding concerns raised. Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

Dealing with difficult questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner.

Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Roles and Responsibilities

The role of parents/carers

The school is well aware that the primary role in children's Relationship 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, the school will:

- Aim to work closely with parents when planning and delivering Relationship and Sex Education.
- Parents will be given the opportunity to understand the purpose and content of Relationships and Sex Education. Good communication and opportunities for parents to understand and ask questions about the school's approach will enable a supportive and collaborative approach for the benefit all pupils
- Parents are entitled to withdraw their child from designated Sex Education lessons. There is no parental right to withdraw their children from Relationships Education, Health Education, PSHE or the science curriculum.

The role of the Headteacher and Governors

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE 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.

Along with the governing body, the Headteacher will support the design of a programme of study, which ensures that the central aims of this RSE policy are covered. In doing this the governing body and Headteacher will have regard to guidance on teaching styles, appropriate curriculum content and the age and maturity of the pupils.

The governing body should also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subject is well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The role of the PSHE Lead

The lead teacher will work closely with colleagues and Governors in related curriculum areas to ensure Relationships Education, Sex Education and Health Education programmes are taught effectively through the PSHE curriculum. The lead will also review RSE provision and keep up to date with any developments

and changes; this will also include professional development by attending relevant continued professional development (CPD), liaison groups and forums.

The role of the teachers

Teachers have a responsibility to ensure the safety and welfare of pupils. The personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework. The PSHE Lead will keep staff up to date with any changes and training to enhance deeper knowledge and programme delivery.

In order to help pupils make informed choices, establish a healthy lifestyle and build up a carefully considered system of values, the teaching methods used are as important as the content of the lesson. The participation of pupils in lessons is essential in order to encourage them to learn from others and to help them to use appropriate language in ways, which are understood by others. This requires the use of a balanced range of teaching methods, which could include pupil voice, which can be used to review and tailor our programme to match the different needs of pupils.

Teachers will use simple baseline assessments to understand what pupils already know and find out what they would like to explore and learn further with regards to themes taught

The organisation

Sex Education

Definition

The DfE recommends primary schools have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure pupils are prepared for the changes that adolescence brings and in addition to and drawing on knowledge of the human life cycle set out in the national curriculum for science learn and how a baby is conceived and born.

Sex Education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships.

It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotion personal space, how to keep themselves safe, and how to report concerns or issues.

Sex education builds on pupils' understanding of reproduction from a scientific context and provides a basic understanding of conception and birth at an age appropriate and relevant level. Conception and birth will be explored within the context of respectful, consensual and loving adult relationships. We will recognise and respect pupils' different abilities, level of maturity and personal circumstances and all materials used in the delivery of the sessions will be age appropriate.

Sex education is taught by Year 6 classroom teachers, and if appropriate, outside visitors may be invited to support this.

A range of teaching methods are used to teach Sex Education. Materials and how we deliver Sex Education are available for parents to view and a letter to indicate when we are teaching Sex Education will be sent to year 6 parents in advance. Any parents wishing to discuss this are welcome to come and make an appointment. We use a selection of trusted materials to deliver these sessions.

All PSHE lessons are delivered in mixed gender groups however, there may be occasions, e.g. when teaching Sex Education or Puberty Education where single gender groups are more appropriate and relevant.

Puberty Education

Puberty is taught as part of statutory Health Education. In Year 5 children are taught about puberty. Pupils are taught about personal hygiene, bodily and hormonal changes they can expect, feelings and emotions and the menstrual cycle. Pupils are taught the scientific names for all body parts from year 3 as part of the Coram Scarf PSHE programme.

Morals and Morality

Morals and morality are essential dimensions of sexuality and relationships. The programme will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

Other values drawn from the Academy's core beliefs include promoting respect for each individual, positive self-esteem, self-respect and care for others. Pupils will be encouraged to consider the implications of these core values within the context of their relationships and sexuality.

Relationships

The school's Relationships Education programme will have an important part to play in sex education. Friendship, making relationships, valuing friendship, will be topics in the early part of the programme. Choosing a partner, assessing personal qualities, considerations before marriage, together with relationships within the family, will be considered; together with roles, avoidance of stereotyping and acknowledging different attitudes and influences.

Sensitive issues

Avoiding sensitive or controversial issues does not make them go away and leaves children and young people confused and at risk. This policy sets out how topics such as contraception, abortion, homosexuality, HIV/AIDS and other sexually transmitted diseases are to be included in the school's support and guidance for young people and staff.

Menstruation

The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. As with education about puberty our schools' programmes will include preparation for menstruation making adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection. All schools have access to free period products to help with this aspect of puberty.

Contraception

Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers must advise pupils to seek advice from parents, their general practitioner or the School Nurse Team.

Different types of contraceptive methods will be dealt with together with information about agencies offering help and advice.

Abortion

It is accepted that abortion is an emotive issue and accordingly any teaching must present a carefully balanced view which respects a range of religious beliefs and which takes into account the law relating to abortion.

Aspects of sexual behaviour raised outside the sex education programme

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the school's RSE programme.

In such cases, particularly since they may involve pupils whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensibilities.

The LGB expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.

HIV/AIDS/Sexually Transmitted Diseases

The publicity in public health campaigns and strong media attention has put AIDS into the language of even very young children.

For their own safety and wider awareness, students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for younger pupils, for example, picking up discarded needles or any skin piercing, for older pupils sharing needles and specific sexual behaviour).

All need to learn that there are no risky groups, only risky behaviours, and that there is no danger from persons with AIDS in any normal social contact.

Although HIV/AIDS have received the majority of publicity in recent years, young people also need to know that there are other sexually transmitted diseases.

Homosexuality

Our schools recognise that within society there are a range of views with regard to homosexuality. Regardless of this, prejudice, victimisation and the use of homosexual slang as a form of abuse are contrary to our schools' values and will be actively discouraged. Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBT young people and ODBST schools will take a whole school approach to addressing prejudicial behaviour and attitudes.

Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

Within the secondary phase sexual orientation is included as an aspect of Sex and Relationships Education ensuring that the viewpoints held by Anglicans, other Christians, different faith perspectives and world-views are taught clearly. In our primary schools this aspect is explored with reference to long-term

committed relationships, and friendships and a broader focus on the emotional aspects of sexuality, with positive discussion about the feelings we experience during relationships.

Schools that liaise closely with parents when developing their sex and relationship education policy and programme should be able to reassure parents of the content of the programme and the context in which aspects such as this will be explored.

Sexuality and physical development

The awareness of self and physical changes that occur are important in sex education, including development and puberty (physical/mental and social development) and acceptance of the nature of the sexuality in others together with the pressures imposed by such as peers and the media.

Consent

RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour.

While men and women can be both victims and perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSE must provide a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.

Pornography

Teaching should emphasise that pornography is not the best way to learn about sex because it does not reflect real life, and can therefore be worrying, confusing and frightening for young people. Pupil should also learn that some pornography – child abuse images, for example – is illegal for any age. RSE should enable all young people to understand pornography's influence on gender expectations of sex. It should build on earlier learning about relationships, body image, consent and gender, which emphasises discussions about the importance of loving and respectful relationships.

Online and social media

Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE should encourage pupils to think about what they want others to know and see about them – whether on or offline. Teachers should address the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the new computing curriculum, but doesn't cover the important relationship aspects, so it is vital to coordinate with colleagues responsible for the computing curriculum to ensure there is no unhelpful duplication or contradictory messages.

'Sexting' and other self-made images and messages of a sexual nature raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phones. Specific work about 'sexting' should be addressed in RSE as soon as it is identified as a potential issue. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

Some young people interpret 'sexting' as 'writing and sharing explicit messages with people they know' rather than sharing images. In upper key stage 2, the terms 'nudes and semi-nudes' are used to mean

the sending of or posting nude or semi-nude images, videos or live streams by young people under the age of 18 online.

Monitoring and Evaluation

In line with all other national curriculum subjects, PSHE, including RSE is monitored and evaluated by the PSHE lead. Pupils will have opportunities to review and reflect on their learning during lessons, which will be influential in adapting and amending planned learning activities. The PSHE lead / Headteacher is responsible in monitoring RSE, which can be, achieved through lesson observations, learning walks, pupil voice and work scrutiny.

Links to other School Policies and Areas of the Curriculum

This policy supports the following policies:

- Safeguarding and Child Protection
- Anti-Bullying
- Behaviour
- E - Safety
- SEN
- Equalities Policy

Relevant legislations:

- Education Reform Act 1988
- Equality Act 2010
- Sex and Relationship Education Guidance (DfE 2000)
- Children and Social Work Act 2017
- Section 403 Education Act 1996
- SEND code of practice: 0 to 25 years (statutory guidance)
- Keeping Children Safe in Education (statutory guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance (July 2019)

Acronyms

RSE – Relationship and Sex Education

PSHE – Physical, Social, Health and Economics

SEN – Special Educational Needs

CPD – Continued Professional Development

This policy will be reviewed annually.

RSE Review Date: September

To be reviewed by the Headteacher and governor.

Appendix 1

Key aspects of Relationship Education DfE:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Aims of Relationships Education – Pupils:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Have Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness , consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty , integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Are able to ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

Outcomes for Relationship Education:

- Recognise the different types of relationships they have in their everyday life
- Recognise and maintain positive and healthy relationships
- Recognise when a relationship is unhealthy
- Understand loving relationships and marriage are for adults and there are different types of relationships

- Recognise and respect different types of relationships and understand and the equalities agenda
- Know how to keep safe and recognising their bodies belong to them
- Recognise and report feelings of being unsafe or feeling bad about any adult
- Knowing how to report concerns or abuse , and have the vocabulary and confidence needed to do so

Appendix 2

Aims of Sex Education – Pupils:

- Can describe how babies are made and explain how sexual intercourse is related to conception
- Can name the male and female reproductive organs and understand how puberty is related to becoming an adult in preparation for reproduction
- Understand that sex or making love may be one part of an intimate relationship between adults
- Can explain the similarities and differences between friendships and intimate relationships

Outcomes for Sex Education - Pupils:

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe on line, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

Key aspects of Health Education DfE:

- Key facts about puberty – particularly from age 9 -11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.

Outcomes for Health Education:

- Identify the physical, emotional and behavioural changes that occur during puberty for both males and females
- Understand that puberty is individual and can occur any time between 8-17
- Understand that body changes at puberty are related to becoming and adult
- Name the male and female reproductive organs

Appendix 3

PSHE overview & Skills progression –taken from The Coram Scarf scheme:

Year 3 – Relationships (*expressing and confidently respecting views*) **Mental Health and wellbeing** (*developing healthy lifestyles*) **Living in the Wider World** (*responsible behaviour and actions*)

Year 4 – Relationships – (*coping with friendship problems*) **Mental Health and wellbeing** (*listing and describing the effects of substances*) **Living in the Wider World** (*identifying different types of relationships and how to maintain them*)

Year 5 – Relationships (*facing new challenges*) **Living in the Wider World** (*responding to behaviour. Money – spending wisely*) **Mental Health and wellbeing** (*emotional health and wellbeing, puberty*)

Year 6 – Relationships and Sex education (*Healthy relationships, feelings and emotions, making babies*) **Mental Health and wellbeing** (*Online pressure, 10 steps to happiness*) **Living in the Wider World** (*Rules, rights and responsibilities, Drugs, alcohol and online pressure*)

Appendix 4

Guide for parents:

See the link below which outlines additional information for parents:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Link for statutory guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Appendix 5

National Curriculum science in Key Stage 2:

Year 5 Programme of Study

Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Notes and guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows

Year 6 Programme of study.

Evolution and inheritance

Pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 6: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

To be completed by the school

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