



Relationships and Sex **(RSE) Policy**

Spring 2020

Review Date: Spring 2021

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Chair of Governors

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Date

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Head Teacher

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Date

Aims:

Featherstone Wood Primary School

The aim of this policy is to provide an outline of sex and relationship education to ensure lifelong learning begins early enough in childhood so that our children may make responsible choices for themselves. From the learning that takes place, we hope that children will have an understanding of themselves as individuals, both physically and emotionally, as well as developing respect for others.

This policy also provides guidance for a range of other stakeholders in our school community, these include:

- Teachers to plan a balanced curriculum around relationship and sex education (RSE)
- Parents to view the school's curriculum on offer and to gain a better understanding of its values
- Health professionals to know the values, objectives, agreed methodology and boundaries for working with young people at Featherstone Wood
- Partner schools so they may gain knowledge of Featherstone Wood's approach to RSE so that aspects such as transition can be planned for as children move from primary to secondary education.
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RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Confidentiality and safeguarding:

RSE in school must be dealt with sensitively and be well thought out before delivery, taking into account the diverse nature of the community we serve. With this in mind, we know that children in our locality can experience situations which make them vulnerable which we in school must be prepared for. Through RSE education, staff and visitors could possibly be alerted to a situation where a child must be protected from further harm. In such circumstances, all staff and visitors should be vigilant in dealing with such circumstances and follow the school's safeguarding policy using the training they have received. This, of course, means no child can be promised total confidentiality if they are at risk of harm and the adult concerned needs to involve the School's DSPs: the headteacher, the deputy headteacher, the assistant headteacher and the KS1 Team Leader.

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Featherstone Wood Primary School, we teach RSE as set out in this policy.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers

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amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Parental Right to Withdraw from RSE:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

EYFS

The journey around RSE begins in EYFS – know we grow older and that a mummy and daddy have a baby. Children will begin to gain an understanding of their bodies and be able to name their arms, legs, fingers and head for example. Some children will go on to know about some simple human physiology such as knowing we have a heart or blood inside us.

Adults will sensitively develop children's understanding and knowledge around the relationships people have – mum and dad, pupil and teacher, friend at school etc. Conversations, circle times and role play will help to develop the children's understanding of positive relationships.

Key Stage 1

Through work in Science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions as well as explore safe ways to deal with them. Importantly, they also learn about personal safety.

Year 1:

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Children will consider different types of friendships and make a relationship web. In turn, they will discuss people who care for and help us and the people we care for and help us; the people we love and who love us. They will talk about the different relationships.

Children consider what makes a good friend and they design their perfect friend. They will problem solve when the friendship goes wrong and decide on the best choice for the characters in a video. They will be 'feelings detectors' and identify kind and unkind acts.

The children will learn the difference between 'appropriate and inappropriate' touch. [This will be closely linked with the NSPCC's 'PANTS' project]. They will know why it is important to care about other people's feelings. They will develop an understanding of personal boundaries and know who to ask for help.

The children will consider how different touch is appropriate. They will problem solve when someone is being made unhappy and consider the best action to take. They will consider who to seek support from when someone makes them feel uncomfortable.

Year 2:

Children will start to fully understand and respect the differences and similarities between people. Children will know what is a girl and what is a boy and understand that boys and girls can both do the same task and enjoy the same things; but stories, TV and people sometimes say that boys do this and girls do that.

They will learn the biological differences between male and female animals (and children) and their role in the life cycle. They will be introduced to the correct terminology for reproductive body parts eg. penis and vagina.

Children will consider how we can help others in school and our community and how we can be kind and thoughtful towards others. As part of this, they will also consider different types of actions and whether they are kind or not.

Consolidated from Year 1, the children will reflect on the difference between 'appropriate and inappropriate' touch. [This will be closely linked with the NSPCC's 'PANTS' project]. They will know why it is important to care about other people's feelings. They will develop an understanding of personal boundaries and know who to ask for help.

Key Stage 2

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In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on Years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationship and sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Year 3:

Consolidated from Key Stage 1, the children will reflect on the difference between 'appropriate and inappropriate' touch. [This will be closely linked with the NSPCC's 'PANTS' project]. They will know why it is important to care about other people's feelings. They will develop an understanding of personal boundaries and know who to ask for help.

Children will learn about the way they grow and change throughout the human life cycle and recognise their own worth as individuals and challenge stereotyping. In turn, they will identify positive things about themselves and others.

In addition to this, children will reflect on the importance of a healthy lifestyle and how they need to look after their bodies, including their teeth.

Year 4:

Children will learn about how to stay safe and build on their knowledge of relationships. There will be an emphasis on ensuring the children know what the correct boundaries are that are associated with each type of relationship. For example: 'I would tell my mum I love her but I wouldn't say I loved an adult in school.'

Children learn about different relationships and how relationships can change as we grow. They will identify healthy and unhealthy relationships and identify how to ask for help if a relationship makes them feel uncomfortable.

As they approach puberty, children will reflect on how their bodies will change and the importance of hygiene to keep our bodies clean and healthy. They will also reflect on the changing and sometimes confusing emotions associated with puberty and explore positive ways in which to deal with these in their life.

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Year 5:

Children will explore the dynamics of changing relationships and learn strategies to deal with feelings in the context of relationships. They will identify feelings and understand how they affect behaviour. In addition, they will consider how feelings change during puberty and how these changes affect relationships. Children will practise strategies for managing relationships and changes.

Children to understand the changes that occur at puberty which are part of the process of growing into adults. Children will also learn to consider the different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.

Year 6:

Children will learn what values are important to them in a relationship. They will also consider a range of relationships, including intimate relationships. Children will consider the similarities and differences between friendships and intimate relationships, including marriage.

Children will also consolidate their knowledge and understanding of puberty.

Supporting materials are available for all aspects of RSE covered in KS1 and KS2. The books are photocopiable and parents/carers may peruse the materials upon request and use photocopies if they wish to address RSE issues at home.

Parents and carers will be informed before each class carries out its RSE topic to provide them with the opportunity to ask questions and clarify the learning their child will embark on. The materials and DVD are available for viewing before the lessons are taught if parents/carers wish.

Child Protection and Confidentiality

Naturally, RSE can cover sensitive issues. We recognise that the children in our care come from a variety of backgrounds and have had differing life experiences. Staff will always deal with questions sensitively and clear up misconceptions skilfully. It may be appropriate for certain questions to remain unanswered and for that child to receive an explanation that perhaps they will learn the answer to their question when they are older. Certainly if this is the case, parents and carers will be informed.

Staff, at all times, will follow the school policy for safeguarding and will refer to this when making decisions. All staff receive regular training to ensure they are equipped with the skills to deal with safeguarding related issues. In RSE sessions, there is likely to be an opportunity where children may make a disclosure to staff or present a question or behaviour that raises concerns. Following the

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policy, staff will contact the School's DSPs: the headteacher, the deputy headteacher, the assistant headteacher and the KS1 Team Leader and use CPOMS as a method of effective and efficient communication.

Some children will develop sooner than others and some may already have experienced death and loss. In these circumstances it is imperative that staff use their professional judgement before starting to teach RSE to the children. Parents should be consulted as it may be a child could be withdrawn from a certain aspect of RSE, or to receive a certain aspect of RSE earlier than planned, particularly if girls develop in Year 3, for example. Open and transparent communication between home and school is always our priority.

Dealing with Difficult Questions

Staff will answer questions honestly and factually whilst taking into account the age and emotional maturity of the class or individual. It may be that certain questions are not answered in school and children are directed back to their parents. If this is the case staff will discuss this with parents after the sessions so that they are aware.

Staff may wish for children to write down a question, if they have one, on a piece of paper. This way questions read out to the group and answered do not embarrass an individual but the answer will almost certainly be of value to everyone. This is also good practice as staff can sense the questions being asked and choose not to read out any that may be inappropriate.

Review

This policy will be updated regularly and shared with the Governing Body and staff. It is always available to parents and carers too. This policy was written in conjunction with all stakeholders and the current curriculum (2014) and government advice was sought as part of the drafting process. This policy will be reviewed by the PSHE subject leader.

Linked Policies

Child Protection policy

EYFS policy

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Appendix 1: 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

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TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>