

# Orchard Community Primary School



## Relationships Education Policy Including Sex Education Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	5/2019	Cluster Group	Reviewed Policy
0.2	2/2021	FS	Re-wrote policy in line of new DFE guidance and the inclusion of new resources

Review Frequency	Next Review Date
Every 3 years	2/2024

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## **1. Context**

This Relationships and Sex Education Policy must be read in conjunction with our PSHE Policy.

### **1.1 Relationships Education in our school**

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships.

It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

### **1.2 Context of Wider PSHCE**

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Education (PSHE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extra-curricular and enrichment activities we provide.

### **1.3 Intent of Our Relationships Education Curriculum**

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum that is relevant to the needs of pupils, both now and in the future.

It will enable pupils to develop knowledge, skills and attitudes that enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

## **2. Implementing Our Policy**

### **2.1 Inclusion**

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships

- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils

## **2.2 Equality**

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning, we seek to develop key interpersonal skills such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

## **2.3 Safeguarding**

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties.

Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills, which underpin their ability to recognise abusive relationships.

Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

## **2.4 Development of the Policy**

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

## **3. Involving the Whole School Community**

### **3.1 Working with Staff**

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

### **3.2 Engaging with Pupils**

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons.

- We will refer to local/countywide/national data.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

### **3.3 Working with Governors**

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with 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 a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### **3.4 Communicating with Parents/Carers**

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education.

We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHE, Relationships Education and RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins and appointment
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### **3.5 Working with External Agencies and the Wider Community**

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the RSE leader/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the RSE leader/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## **4. Curriculum Organisation**

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance.

It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood.

We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE.

We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities Relationships Education will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, character education, growth mind-set approaches, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

#### **4.1 Teaching Methodologies**

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction. In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

**Ground Rules:** Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom.

They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

#### **4.2 Relationships and Sex Education (RSE)**

Our RSE unit in the Summer Term combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best context for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

#### **4.3 Curriculum Materials and Resources**

We will draw on a range of resources when planning and delivering Relationships Education, making links with the Local Authority's 'Everyone's Welcome' programme where appropriate.

We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

#### **4.4 Safe and Effective Practice**

Our Safeguarding Policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Safeguarding Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content.

As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. The class teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships.

If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the RSE leader/Designated Safeguarding Lead.

In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.



When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

**Sexually Active Pupils:** There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

#### **4.5 Assessment, Recording, Reporting**

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. From time to time, the PSHE/RSE leader will ask staff to reflect on the effectiveness of learning in particular units of work in order to inform future planning. We will use a Big Book to record whole class discussions and group work in RSE as we do for PSHE.

### **5. Sex Education Policy**

#### **5.1 Definition of Sex Education**

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

#### **5.2 Consultation about Sex Education**

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

#### **5.3 Content of Sex Education**

The content of our Sex Education programme will be gradually developed in an age appropriate way. **The children will not learn about human sexual reproduction until Y5/6.**

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know

#### **5.4 Teaching Methodologies**

In Sex Education, there is a certain amount of knowledge, which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

### **5.5 Delivery of the Sex Education Curriculum**

Sex Education will be delivered as part of our Relationships and Sex Education (RSE) Unit by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils. Parents/carers will be informed about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have any questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

### **5.6 Right to be excused from Sex Education**

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request, the Headteacher/RSE Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will offer support and resources to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

### **6. Monitoring, Review and Evaluation**

Once adopted, this policy will be reviewed at least every 3 years in line with the school's monitoring cycle.

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE/RSE leader and Head Teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year.

Information will be gathered from the Headteacher, the PSHE/RSE Leader, parents/carers and pupils to inform judgements about effectiveness. The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

# Appendix 1

## Statutory Relationships Guidance

**By the end of primary school pupils should know:**

### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **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 are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales.
- The ceremony through which a couple get married may be civil or religious.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## Appendix 2

### Working Together in RSE: Our Charter

We are all committed to working towards the implementation and development of the following entitlements.

#### **Children and Young People are entitled to:**

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

#### **Adults working with children are entitled to:**

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.
- Parents, carers and other adults in the community are entitled to:
- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner

## Appendix 3

### Sensitive Issues

#### a) Puberty

We will introduce the concept of puberty in Year 4 although the main, in-depth teaching, will be delivered in 5/6.

Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it.

We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

#### b) Contraception

We will not include specific lessons on contraception in our RSE curriculum. However, we recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce.

Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

#### c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

#### d) STIs and HIV/Aids

We will teach about STIs and HIV/AIDS in the context of personal hygiene and reducing the transmission of disease in Year 5/6. We will not describe in detail the methods of transmission of sexually transmitted infection, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later. We will consider personal safety in contexts familiar to the children (e.g. First Aid procedures).

We will discuss the different ways any disease might be transmitted and steps a child might take to reduce its transmission. Adults in school will acknowledge questions about STIs of HIV/AIDS and respond to more detailed enquiries on an individual basis, rather than in a whole class discussion.

In a case where a young person asks for advice about STIs or HIV/AIDS, the adult will reinforce information given in RSE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

### **e) Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexual identity, young people must feel that RSE is relevant to them and sensitive to their needs.

We will not teach directly about sexual orientation, but will aspects of it through our Everyone's Welcome programme in Year 6.

We acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer their questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships.

If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

## Appendix 4 - The Curriculum for Relationships and Sex Education Foundation Stage and Key Stage 1 (Year1/2)

<b>Age 3-5</b>	<b>Science Curriculum</b>	<ul style="list-style-type: none"> <li>find out about and identify some features of living things, objects and events they observe</li> </ul>			
	<b>Knowledge (PSHE)</b>		<b>Skills (PSHE)</b>		<b>Attitudes (PSHE)</b>
	<ul style="list-style-type: none"> <li>the ways adults care for children</li> <li>basic hygiene routines, including toileting and washing</li> </ul>		<ul style="list-style-type: none"> <li>dress and undress independently and manage their own personal hygiene</li> <li>describe their own appearance, including body parts</li> </ul>		<ul style="list-style-type: none"> <li>value their body, physical achievements and capabilities</li> </ul>
<ul style="list-style-type: none"> <li>have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others</li> <li>some ways of being a good friend</li> </ul>		<ul style="list-style-type: none"> <li>recognise the importance of keeping healthy and those things which contribute to this</li> <li>respond to a range of experiences, showing a range of feelings when appropriate</li> <li>be able to identify when and how to say 'no' and 'stop'</li> </ul>			
<b>Age 5-7</b>	<b>Science Curriculum</b>	<ul style="list-style-type: none"> <li>that animals, including humans, grow and reproduce</li> <li>that humans and animals can produce offspring and these grow into adults</li> </ul>		<ul style="list-style-type: none"> <li>recognize and compare the main external parts of the bodies of humans</li> <li>recognize similarities and differences between themselves and others and treat others with sensitivity</li> </ul>	
	<b>Knowledge (PSHE)</b>		<b>Skills (PSHE)</b>		<b>Attitudes (PSHE)</b>
	<ul style="list-style-type: none"> <li>how some diseases are spread and how to control them</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names of the main external parts of the body, including agreed names for sexual parts</li> <li>understand they have rights over their own body</li> </ul>		<ul style="list-style-type: none"> <li>recognize their responsibilities and how these have changed</li> <li>follow basic rules for keeping themselves safe and healthy</li> </ul>		<ul style="list-style-type: none"> <li>value their own body and recognise its capabilities and uniqueness</li> <li>how families are special for caring and sharing</li> </ul>
<ul style="list-style-type: none"> <li>ways in which they are like and different from others</li> <li>that they have some control over their actions and bodies</li> </ul>		<ul style="list-style-type: none"> <li>identify and be able to talk with someone they trust</li> <li>be aware that their feelings and actions have an impact on others</li> <li>recognize similarities between themselves and their peers</li> </ul>		<ul style="list-style-type: none"> <li>why families are special and how they care for each other</li> </ul>	



## The Curriculum for Relationships and Sex Education Foundation Stage and Key Stage 2 (Years 3-6)

<b>Y3&amp;4</b>	Science Curriculum	<ul style="list-style-type: none"> <li>• that the life processes common to humans and other animals include growth and reproduction</li> <li>• about the main stages of the human life cycle</li> </ul>				
	Knowledge (PSHE)		Skills (PSHE)		Attitudes (PSHE)	
	<ul style="list-style-type: none"> <li>• name the main external parts of the human body, including scientific names for sexual parts</li> <li>• understand the physical differences between males and females</li> <li>• understand how their responsibilities will change in the future</li> </ul>		<ul style="list-style-type: none"> <li>• carry out regular personal hygiene routines</li> </ul>		<ul style="list-style-type: none"> <li>• who has responsibility for their personal hygiene and who will have responsibility in the future</li> <li>• the responsibilities parents have for babies</li> <li>• perceptions of being 'grown up'</li> </ul>	
	<ul style="list-style-type: none"> <li>• consider ways they affect and are affected by their special people</li> </ul>		<ul style="list-style-type: none"> <li>• be able to listen to and support their friends and manage friendship problems</li> <li>• be able to recognize unwanted physical contact and ways of stopping it and getting help</li> </ul>		<ul style="list-style-type: none"> <li>• be aware of other people's lifestyles and beliefs</li> <li>• personal responsibility for personal safety and behaviour</li> </ul>	
<b>Y5&amp;6</b>	Science Curriculum	<ul style="list-style-type: none"> <li>• that the life processes common to humans and other animals include growth and reproduction</li> <li>• about the main stages of the human life cycle</li> </ul>				
	Knowledge (PSHE)		Skills (PSHE)		Attitudes (PSHE)	
	<ul style="list-style-type: none"> <li>• that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread</li> <li>• about the physical changes that take place at puberty, why they happen and how to manage them</li> <li>• understand that physical changes take place at different rates for different people</li> <li>• Know the facts of the human lifecycle, including sexual intercourse</li> </ul>		<ul style="list-style-type: none"> <li>• recognize their changing emotions with friends and family and be able to express their feelings positively</li> <li>• recognize and challenge stereotypes, for example in relation to gender</li> <li>• recognize the pressure of unwanted physical contact, and know ways of resisting it</li> </ul>		<ul style="list-style-type: none"> <li>• the diversity of lifestyles</li> <li>• others' points of view, including their parents' or carers</li> <li>• the need for trust and love in established relationships.</li> <li>• about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together</li> </ul>	
	<ul style="list-style-type: none"> <li>• the many relationships in which they are involved</li> <li>• where individual families and groups can find help</li> <li>• about keeping themselves safe when involved with risky activities</li> <li>• understand how self-confidence and assertiveness can help them keep themselves safe</li> <li>• what makes a healthy lifestyle, what affects mental health and how to make informed choices</li> </ul>		<ul style="list-style-type: none"> <li>• respect other people's viewpoints and beliefs</li> <li>• identify adults they can trust and who they can ask for help</li> <li>• be self-confident in a wide range of new situations, such as seeking new friends</li> <li>• see things from other people's viewpoints, for example their parents and their carers</li> <li>• listen to, support their friends and manage friendship problems</li> </ul>		<ul style="list-style-type: none"> <li>• why being different can provoke bullying and why this is unacceptable</li> <li>• when it is appropriate to take a risk and when to say no and seek help</li> <li>• the diversity of values and customs in the school and in the community</li> <li>• value themselves and identify positive things about themselves</li> </ul>	

