



Flamborough CE (VC) Primary School- Relationship and Sex Education Policy

Date Policy Becomes Effective: September 2020

Review Date: September 2022

Person Responsible for Implementation and Monitoring: Head teacher and Mrs Dinsdale (PE/ Healthy Schools Lead)

Introduction

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self- efficacy. These subjects will help young people to develop resilience and to know how and when to ask for help.

The Relationships Education, Relationship and Sex Education and Health Education Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017 make Relationships Education and Health Education compulsory for all primary school children.

The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education only which are not part of the Science curriculum

We Believe

The school is an important partner with parents/carers in Relationship and Sex Education.

The school will ensure that all teaching is sensitive and age appropriate in approach and content. We need to educate children for their age now and prepare them for their future years, but we must be careful not to give misinformation. Teaching will be tailored to the age and physical and emotional maturity of the pupils.

Education curriculum should be developmental and will be progressive through every year of the school.

Sex Education should ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle set out in the national curriculum for science.

Aims

☑ To provide a positive Relationships and Sex Education Policy

To ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

☑ To provide children with the knowledge and concepts that are appropriate to their stage of development

☑ To teach Sex and Relationships Education issues in a sensitive, age appropriate and honest manner.

The point at which we feel it appropriate to teach pupils about LGBT, will be fully integrated into programmes of study for this area of the curriculum rather than a stand- alone unit. Schools are expected to teach all pupils LGBT content at a timely point as part of this area of the curriculum.

☑ To support the special needs of individuals.

☑ To help parents/carers to educate their own children in the context of their own family.

☑ To provide a moral and value framework for all Sex and Relationships Education work.

The Role of the Governors

As well as fulfilling their legal obligations, the GB will make sure that:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are 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; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Working with Parents/carers and the right of withdrawal

School will work closely with parents when planning and delivering RSE. It will ensure that parents know what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

If parents request this, they will be invited to discuss the issues and address any concerns and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education will also be addressed and the detrimental effects that withdrawal might have.

Organisation of the RSE Policy

LONG TERM PLAN

RSE Education is contracted to the school's Long Term Plan, as is every other subject. It will be taught in conjunction with the school's Jigsaw programme that it uses for PSHCE. The themes for Jigsaw are-

Being Me in my World
Celebrating Differences
Dreams and Goals
Healthy Me
Relationships
Changing Me

The Planned Content-Relation Education

As well as working through the Jigsaw programme, staff will incorporate the RSE into lessons. The content of this is broken down into Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary



Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible



decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Outcomes

Families and people who care for me –

Pupils should know

- 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-

Pupils should know

- 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-

Pupils should know

- 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



- 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-

Pupils should know

- 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-

Pupils should know

- 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

Managing difficult questions- ground rules will be established at the start of RSE lessons. It will be made clear that any divulgence of any information deemed to fall into the significant harm category will be referred to the school Designated Safeguarding Lead.

Ground rules

- No one teacher or pupil will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Listen to what other people say
- No one talking when someone else is talking

Questions to an outside visitor such as the school nurse will be in writing.

Questions to a teacher will be allowed as they arise. Teacher will reflect carefully before answering. Answering will follow these guidelines:

Personal enquiries will not be allowed.

"I don't intend to embarrass you by asking questions about your personal life, so that should work both ways."



Gaining time by clarifying the real meaning of the question.

"What do you mean by.....?"

"Can you tell me why you want to know?"

Controversial Issues.

"Some people think this and some would not agree. When you are older you will have to make up your own mind."

It is not planned to cover the following topics, but questions will be answered honestly and appropriately (without misinformation). Due consideration will be made of the age of the child and the content. Answers will probably contain the bare minimum. Depending on the context of the question and an answer may be delayed.

The Planned Content- Sex Education

Although compulsory to teach Relationships Education, it is up to the school's discretion as to what it teaches in relation to Sex Education. As well as Relationship, schools should also teach about health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The school also uses the services from the school nurse to teach in line with the science topics 'Life Cycles' and 'Human Body'. These will be taught in groups and will be gender split in order to prepare the children for changes in puberty.

The Planned Content- Physical Health and Mental Wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others

and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Outcomes

Mental Wellbeing –

Pupils should know

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

Internet Safety and Harms-

Pupils should know

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-

Pupils should know

- 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 are worried about their health.

Healthy Eating-

Pupils should know

- 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-

Pupils should know

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

Health and prevention-

Pupils should know

- 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 check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid-

Pupils should know:

- 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 Body-

Pupils should know:

- 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.

Equal opportunities

All pupils are entitled to a full and honest Sex Relationships and Sex Education appropriate to their age and stage of maturity. Girls and boys should have an understanding of the changes that will affect them and each other. Parents/carers with particular religious, ethnic or social beliefs which run counter to this policy



will have their wish to withdraw their pupils respected. Unless there is a wish received in writing all children will be treated the same though obviously teachers will be sensitive to the backgrounds of individual pupils. Pupils who begin puberty earlier than average will need special counselling and support either from home, the school or both.

A sanitary towel bin is provided for pupils who require the facility in a designated toilet.

Particular care will be taken to ensure that stereotypical images and views are not reinforced.

Reference will be made that men and women can be both involved in all aspects of child care and to their shared responsibilities.

DISSEMINATION OF THE POLICY

This policy will be included in the information given to parents/carers as they start school. It will be on the school website for parents to refer to and parents will be given an informal opportunity to come to school to view the materials used to discuss any issues prior to the Sex and Relationships Education Programme for Years 5 and 6 pupils with the school nurse.

Policy Monitoring and Evaluation

The Policy will be reviewed after two years, or earlier should there be a change in the law or particular complaint from a parent/carer. This will include evaluation of teaching and learning, current resources and staff training and the use of outside visitors.