

Pewithall Primary School

Relationship and Sex Education Policy Document

Introduction

At Pewithall School we consider relationship and sex education to be an important component of the personal, social and health education programme. (see also PSHE policy document) This relationship and sex education policy reflects the consensus of opinion of parents, the whole teaching staff and has the full agreement of the Governing Body and in response to changes in legislation for RSE (2019). The implementation of this policy is the responsibility of all teaching staff. It will be reviewed annually.

Intent

The school believes that Relationship and Sex Education should be developmental and should be presented within a cross-curricular framework to encourage the children to adopt a reasonable, informed approach to the subject. Relationship and Sex Education should be an integral part of the learning process. In partnership with parents we aim to:

- Promote the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society.
- Prepare such pupils for the opportunity, responsibilities and experiences of adult life (Education Reform Act 1988).

Moral & Values Framework

The RSE Programme reflects the school's commitment to encouraging mutual respect between individuals. The following values will be encouraged:

- Responsibility for own actions and those of others in an ever-widening community.
- Awareness of the needs of self and others.
- Awareness of our own rights and rights of others.

Relationship and Sex Education at Pewithall School is planned to support the general aims and philosophy of the school and is an entitlement of all children, fully complying with the Equality Act 2010. Parents are to be made fully aware of this programme when signing the Home School Agreement upon starting school. They do have the right to withdraw their child from some or all of the sex education aspect of RSE (but not relationships education) but

before this happens discussion between parents and schools need to take place.

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermining the integrity of the Sex Education Programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Sex Education Programme.
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme through having a safe and un-judgemental environment.
- We also point out that pupils may receive inaccurate information from their peers.
- We offer the parents access to appropriate information and resources before their child covers them in class.

Parents are kept informed of the RSE programme at school and we offer full support in talking to their children, linking with what is being taught in school. Parents are made aware of DVD's and books used at school if they wish to continue the conversations at home.

The programme is developmental, and appropriate to the age and stage of the child. High quality teaching that is differentiated and personalised will be the starting point to ensure the full accessibility of all children, including children with SEND. Common starting levels are not assumed.

Factual knowledge and the exploration of facts, examining opinions, concepts and encouraging discussion is vital, using high quality, evidence based and age appropriate teaching. It encourages the development of personal and inter-personal skills. It should encourage awareness, respect and responsibility for oneself and others. Concepts such as love, joy, anger, fear, hate, trust, respect are difficult to describe, but are explored carefully as part of RSE and PSHE. Teaching is sensitive and age appropriate and LGBT content is taught as part of this integrated approach.

A key notion of this education at Pewithall School is that of self-esteem. If self-esteem is low, then it is less likely that decisions about behaviour will be well formulated and relationships healthy. A variety of factors may influence self-esteem - class, gender, race, and upbringing, for example. At school, education can explore these influences, and encourage pupils to be aware of the options open to them, and to take charge of decisions about their own behaviour. We aim to develop confidence in talking, listening and thinking about feelings and relationships.

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. KCSIE 2022.

Implementation

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.

From the beginning, teachers will 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.

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.

RSE will be taught both discretely and as a part of other curriculum lessons.

When teaching RSE at Pewithall School, the staff are aware it is of vital importance to match teaching to the maturity of the pupils. When children have a sound foundation of such concepts as living/non-living, that all things are born, and progress through a young stage to adult form, and that like produce like, then learning about birth and reproduction will be a natural progression.

The themes below are taught in every year and by the end of Primary School the children will know:

Families and people who care for me	<ul style="list-style-type: none">□ 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.
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	<ul style="list-style-type: none"> □ 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.
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	<ul style="list-style-type: none"> • 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 presents 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.
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Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> □ how important friendships are in making us feel happy and secure, and how people choose and make friends.
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	<ul style="list-style-type: none"> • 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.
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Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> □ 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.
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Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 uncomfortable 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.
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These theme are taught within the following topics throughout the school are-

- **All About Me**
- **My Choices**
- **My Body** (as it grows from birth to old age, including changes to our bodies, reproductive system, knowledge of the human lifecycle. Elements of this will be taught in the science curriculum.)
- **My Boundaries**
- **My Relationships**
- **My Thoughts and Feelings**

Scheme of Work Included in the appendix.

Answering Difficult Questions

If a child asks an explicit or difficult question in the classroom the teacher will have to use their skill and discretion to decide how best to respond.

Questions do not have to be answered directly and can be addressed individually later or after consultation with parents.

Confidentiality

Having considered all available advice and guidance the Governors and Headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately to the Headteacher in compliance with the LEA procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling. Although there is no legal duty on a teacher, or a Headteacher, to inform parents of matters which a child has confided to them:

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be made aware that any incident may be conveyed to the Headteacher and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

Policy reviewed: May 2024
Policy minuted: June 2024
Date to be reviewed: June 2025

Signed:



Headteacher

Date:



Signed:

Chair of Governors

Date: