

Upton Westlea Primary School

Relationships and Sex Education Policy



Approved by staff: September 2022

Signed: K Carruthers

Approved by Governors:

Signed:

Review Date: September 2023

Upton Westlea Primary School Relationships and Sex Education and Health Education Policy

Introduction

At Upton Westlea School, we aim to provide a safe and happy environment where our children can flourish and succeed. RSE is the learning about physical, moral and emotional development. It includes the teaching, learning and understanding of the importance of family life, stable and loving relationships, respect, love and care. It also includes the teaching of sex, sexuality and sexual health and being healthy including physical and mental health and well-being. It is not about the promotion of sexual orientation or sexual activity (DfES 2000).

All schools are required to provide RSE through the National Curriculum Science (Learning and Skills Act 2000). It is recommended that schools also provide RSE as part of PSHE and Citizenship curriculum (SRE Guidance DfES 0116/2000). Governing bodies also have regard to the SRE Guidance (Learning and Skills Act 2000).

The policy and teaching aims 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."

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfES July 2019).

School Statement

Staff, governors and parents at Upton Westlea believe that RSE should be part of a broader Personal, Social, Health Education and Citizenship programme, as well as part of the Science and Computing scheme of work, designed to develop pupils' self-esteem and their sensitivity and sense of responsibility towards others. RSE must take into account the cultural backgrounds of all our pupils and the views of their parents/carers.

The teaching of RSE and Health Education is taught by the class teachers and it is ensured that the teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Aims and Objectives of the Policy

To provide a secure foundation in RSE;

- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.

- To develop self-respect and consideration for others.
- To develop sensitivity towards the needs of others.
- To provide knowledge of loving relationships.
- To promote honesty and loyalty in relationships.
- To promote the importance of family life and stable relationships for bringing up children.
- To teach the fundamentals of human reproduction.
- To inform children on matters of personal hygiene and related health issues.
- To develop children's knowledge and understanding of the physical stages and development of their bodies as they grow into adults.
- To develop attitudes, values and moral considerations towards sex and relationships.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about relationships.
- To protect children from teaching materials that are inappropriate with regard to their age and cultural background.
- To enable children to ask questions and discuss issues that concern them.
- To provide children with the personal and social skills to help them manage their emotions and relationships.
- To provide children with the skills to ask for help and know when and how they should do this.

Relationships Education

As stated by the DfE by the end of primary school the follow should be known by the pupils:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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 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 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
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	<p>types, are at the heart of happy families, and are important for children's security as they grow up.</p> <ul style="list-style-type: none"> • 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. <p>As a school we cover this through: RSE programme, No Outsiders, assemblies, PSHE - SEAL and RE teaching.</p>
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. • 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. <p>As a school we cover this through: PSHE - Coram Scarf curriculum, No Outsiders, assemblies and circle times.</p>
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.

	<ul style="list-style-type: none"> • 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. <p>As a school we cover this through: Teaching and following the school values and rules, No Outsiders, Alien Nation - Transgender, PSHE - Coram Scarf curriculum, assemblies and our RSE Programme.</p>
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. <p>As a school we cover this through: PSHE- Coram Scarf curriculum, E-Aware, E-Safety Officers and assemblies.</p>
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

	<p>encounter (in all contexts, including online) whom they do not know.</p> <ul style="list-style-type: none"> • 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. <p>As a school we cover this through: PSHE - Coram Scarf curriculum, No Outsiders, E-Aware, RSE programme, school policy and assemblies.</p>
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Physical health and mental wellbeing

As stated by the DfE by the end of primary school the follow should be known by the pupils:

<p>Mental wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 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 very important for children to discuss their feelings with an adult and seek support.
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	<ul style="list-style-type: none"> • 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. <p>As a school we cover this through: Young Carers, No Outsiders, PSHE - Coram Scarf curriculum, Anti-bullying policy, E-Aware, PE lessons, Residential visits, Daily Mile, Science lessons, Health box, Anti-bullying week, Mental Health week and day.</p>
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 a 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. <p>As a school we cover this through:</p>

	E-Aware, school policies, PSHE - Coram Scarf curriculum, E-Safety officers and assemblies.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. <p>As a school we cover this through: PE lessons, Daily Mile, Swimming, Residential trips and wake up, shake up, clubs (lunchtime/after school), sessions with external sporting companies such as GolfStarz.</p>
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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). <p>As a school we cover this through: Health box, Science lessons, Healthy eating policy and Lunch box policy, PSHE - Coram Scarf curriculum.</p>
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>As a school we cover this through: Health box - Smoking, drug and alcohol awareness</p>

	workshop - Year 6. PSHE- Coram Scarf curriculum.
Health and preventions	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 up 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. <p>As a school we cover this through: Health box, Science lessons, e-bug programme and daily routines, PSHE- Coram Scarf curriculum.</p>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. <p>As a school we cover this through: St Johns Ambulance, Heart Start and Coram Scarf curriculum.</p>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. <p>As a school we cover this through: RSE programme, Science lessons and Health box.</p>

Context

Within our Science, PSHE and Citizenship Curriculum we incorporate elements of RSE. As a school, the teaching of RSE will be supported by The Christopher Winter Project: Teaching RSE with Confidence in Primary Schools - 4th edition. The project is designed to support the teaching of RSE in an age appropriate and sensitive approach starting in Reception and progressing through Key Stage 2.

The key themes are taught in thematic approach under the following headings:

Reception: Our Lives

- Our day
- Keeping clean
- Families

Year 1: Growing and Caring for Ourselves

- Keeping clean
- Growing and changing
- Families and Care

Year 2: Differences

- Boys and Girls
- Male and Female
- Naming the body parts

Year 3: Valuing Difference and Keeping Safe

- Male and Female differences
- Personal space
- Family differences

Year 4: Growing up

- Growing and changing
- What is Puberty?
- Puberty Changes and Reproduction

Year 5: Puberty

- Talking about puberty
- Male and Female changes
- Puberty and Hygiene

Year 6: Puberty, Relationships and Reproduction

- Puberty and reproduction
- Understanding Relationships
- Conception and Pregnancy
- Communication and Relationships

We also teach E-Safety within the Computing Curriculum linked to staying safe on and offline linked to RSE.

Within Year 6 the children complete the programme called Alien Nation - this is to support the teaching and learning of Lesbian, Gay, Bisexual and Transgender and all pupils understanding the importance of equality and respect.

The subject will be taught by the class teacher who have received support and guidance and with whom the children should feel at ease with. School will seek the support of health professionals when appropriate.

Links with other policies

All work and its delivery will be linked with the following policies:

PSHE

Anti-bullying

Safeguarding

Confidentiality

Equal Opportunities

E-Safety

Science

SMSC

Children with additional needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Equal Opportunities

In support of the equal opportunities policy, all pupils will have the same opportunity to benefit from the RSE resources and teaching methods, regardless of age, ability, sex, religion or race.

Role of Parents

Our intention is to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Relationships and Sex Education policy and practice;

- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- consult with parents about the best practice known with regard to Relationships and Sex Education, so that the teaching in school supports the key messages that parents and carers give to children at home. Best practice is shared and appropriate support will be offered to parents on request. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

It is important that parents know that they have the right to withdraw their child from **some or all of the sex education** sections of the RSE programme. However, elements of RSE which are part of the Science, Computing and PSHE Curriculum are statutory and children may not be withdrawn. Parents wishing to withdraw their child are invited to speak with the Headteacher or Deputy Headteacher.

(Section 405 of the Education Act 1996 provides that:

"If any parent of any pupil requests that he/she may be wholly or partly excused from receiving sex education at the school, the pupils shall, except in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.")

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. We work with Coram Scarf and Health Box who support the teaching and learning by completing workshops including (amongst others):

- Washing hands workshop - Reception
- Packed Lunch workshop - Year 1
- Dental health workshop - Year 3
- Puberty workshop - Year 5
- Smoking, Drug and Alcohol Awareness workshop - Year 6
- Yoga and mental health workshop - Year 6

Safeguarding Procedure

If a child makes a reference to being involved, or is likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of Safeguarding following the school's safeguarding policy.

Confidentiality

The school has a confidentiality policy that is owned and understood by all members of the school community. Any concerns raised by a child will be dealt with immediately. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher or Deb Grimshaw who is the designated Safeguarding Lead. Total confidentiality cannot be agreed in this instance. The Head Teacher/Learning Mentor will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy.)

The role of the head teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Relationship and Sex Education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school's Relationship and Sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Policy Formulating Procedure

1. Draft written by Headteacher and SLT.
2. Curriculum committee to agree draft policy.
3. Draft policy presented to staff for their feedback.
4. Consultation with parents and carers (open evening).
5. Full governing body to agree policy.

Persons Responsible

The school's named RSE Coordinator is Mrs C Jones (PSHE subject lead) and the school's named RSE Governor is Cllr Jill Houlbrook.

Monitoring and review

The Curriculum Sub-Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Any comments are fed into the Curriculum Committee agenda. Governors require the Head Teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

Reviewed: September 2022 (Agreed by Governors)

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