

1. RELATIONSHIP AND SEX EDUCATION POLICY

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Through the teaching of RSE through PSHE, the teachers at Cameron Vale School can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

In teaching Relationships Education and RSE, teachers ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Teaching is sensitive and age appropriate in approach and content; and delivered in ways that are accessible to all pupils with SEND. At the point at which it is appropriate to teach pupils about LGBT, this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

Definition of RSE

There are three main elements to RSE which are taught across the statutory school age range i.e. 5-16yrs. These are detailed below. However, at this school we teach only what is appropriate to the age and stage of development of our children and view it as first steps in this learning. The children will continue these skills and further their knowledge at secondary school.

Attitudes and Values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage, stable relationships for the nurture of children
- Learning the value of love, respect and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict

Knowledge and Understanding

- Learning and understanding physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

Aims

Our aim is for all pupils at this school to:

- Develop self-respect and respect for others.
- Take responsibility for their actions and any consequences which may ensue.
- Understand the part they may play in their families, friendship groups, school and the wider community.
- Make informed choices and understand that all choices have consequences.

If a child asks a difficult question that the teacher deems inappropriate to respond to accurately, the teacher will deal sensitively and reassuringly when responding. If it is not appropriate to answer then the teacher will gently explain that this is not a question they will answer in this session. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information; therefore, the question must be attended to. Should a difficult question raise safeguarding concerns, the teacher must inform the DSL.

RSE will be taught as part of the planned PSHE and science curriculum, from Reception, in a way which builds on children's knowledge and understanding year on year. Circle Time provides the ideal context to explore sensitive issues such as feelings, bullying, conflict and relationships. Role play, discussion and time for reflection will also broaden our approach to work in this area.

Teachers will also reinforce this learning in the way they handle any conflicts or difficulties individual children may experience. Staff will also challenge any use of homophobic or discriminatory language.

Children will also be encouraged to support each other through the work of our Buddy System.

Provision

Relationship and Sex teaching will be delivered via two areas of the curriculum.

1. Through National Curriculum Science where they are required to learn

Early Years and Key Stage 1

- To notice that animals, including humans have offspring which grow into adults.

Key Stage 2

- To describe the life processes of reproduction in some plants and animals.
- To describe the changes as humans develop to old age.

2. Through Unit 6 of Year 2, 4 and 6's PSHE programme entitled Growing Up, and through Unit 3 of Year 1, 3 and 5's PSHE programme entitled Living Long, Living Strong.

- As with other PSHE units Sex Education will develop in response to key questions.
- Sex Education at the school will be developmental and age appropriate
- Pupils will be taught about the nature of the human body and how it grows and changes.
- Sex education will be taught within the context of relationships and family life.
- Material used will be from a variety of sources as appropriate but will be based around BBC Active Relationship and Sex Education guide and corresponding CR-ROM (ages 9-11).
- Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff within the framework of this policy.
- Discussion will be encouraged at all times.
- Ground rules for discussion excluding personal questioning of staff or pupils will be established.
- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- Questions concerning homosexuality, transgender, sexually transmitted diseases and contraception will be answered if raised.
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Monitoring and Evaluation

RSE, like any other aspect of teaching and learning, is monitored within the school's existing framework. Children's knowledge and understanding is assessed at the end of relevant modules in science and PSHE.

Relationship and Sex Education Reception, Key Stage One and Two Schemes

	Science	PSHE
Reception and Key Stage 1	<ul style="list-style-type: none"> To notice that animals, including humans have offspring which grow into adults. 	<ul style="list-style-type: none"> To recognise what they like and dislike, what is fair and unfair, and what is right and wrong To share their opinions on things that matter to them and explain their views. To recognise, name and deal with their feelings in a positive way To think about themselves, learn from their experiences and recognise what they are good at How to make simple choices that improve their health and wellbeing To maintain personal hygiene How some diseases spread and can be controlled About the process of growing from young to old and how people's needs change To recognise how their behaviour affects other people To listen to other people, and play and work co-operatively To identify and respect the difference and similarities between people That family and friends should care for each other.
Key Stage 2	<ul style="list-style-type: none"> To describe the life processes of reproduction in some plants and animals. To describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> To talk and write about their opinions, and explain their views on issues that affect themselves and society. To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way To behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view To be aware of the different types of relationship, including marriage and those between friends and families and to develop the skills to be effective in relationships.

By the end of Year 6 the following will have been taught:

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

Parents

Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child. This process is the same for pupils with SEND; however there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

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