



Excellence, Respect, Friendship

CAWSTON GRANGE PRIMARY SCHOOL

Relationship and Sex Education Policy September 2023

Equality Statement

This policy has been equality impact assessed and is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

1. Introduction

This Relationship and Sex Education policy is based on the *Relationships education, relationships and sex education (RSE) and health education (2019)* document (which is statutory in schools from September 2020), the National Curriculum for Science and Physical Education (2014) and the non-statutory framework for Personal, Social and Health Education (PSHE). The Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of sex education, in primary schools, is non-statutory, with the exception of the elements of sex education contained in the science national curriculum, including external body parts, the human life-cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

At Cawston Grange Primary School, we teach RSE as set out in this policy. As a primary academy school we must provide relationship education to all pupils as per section 34 of the *Children and Social work act 2017*.

The purpose of RSE education - according to the DFE - is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts; including online. This will sit alongside the essential understanding of how to be healthy. RSE also addresses the importance of mental health and making children able to cope with risk and challenging concepts when they arise and also allows children how to feel happy. All of this content supports the wider work in school in helping to foster pupil wellbeing and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

In this document, Relationship and Sex Education (RSE) is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of relationships for family life, stable and loving partnerships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. RSE is part of the personal, social and health education (PSHE) curriculum in our school. While we use this to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation. RSE is not about the promotion of sexual activity.

2. Philosophy, Values and Aims

RSE has three main elements of which the following are relevant to teaching at Cawston Grange Primary School:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- 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 for others;
- 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;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, emotions and relationships.
- Understanding the concept of 'consent'

Relationship and Sex Education at Cawston Grange Primary School will:

- Be developmental and appropriate to the age and key stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

The Aims of Relationships and Sex Education at Cawston Grange Primary School are:

- To develop knowledge and understanding about growth and development and human reproduction;
- To promote the value of loving relationships and of family life;
- To foster self-esteem, self-awareness and a sense of moral responsibility;
- To develop the skills to avoid and resist unwanted sexual experience
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

3. Contents and delivery of the RSE programme

At Cawston Grange Primary School, RSE is taught at a level appropriate to the age of the children incorporating relevant aspects of the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHE) and the National Curriculum for Science. The Learning Outcomes for RSE are taken from statutory framework set out in 2019 and the National Curriculum for Science (2014). We use materials from the programme 'No Outsiders' to support our delivery of Relationships Education.

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.

- 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.

The key questions discussed within each Key Stage are outlined below:

Reception

- How can I be a good friend?
- What do I feel and how can I tell other people?
- When can I help myself and when should I ask for help?
- What can my body do and what is it good at?
- What does my body look like?
- What do I need to do to keep clean and healthy?
- When should I say 'No' and how should I say it?

Years 1 and 2

- Who is special to me and why?
- What are my friends like and how are we different?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What can I do to look after my body?
- How is my body special?
- How do babies change and grow?
- What are the names of the main parts of the body?
- What are my responsibilities now I'm older?
- When should I say 'No' and how should I say it?

Years 3 and 4

- What can I do when friendships go wrong?
- What is a negative relationship?
- How do people live their lives differently to me?
- Why is it important to stay clean?
- How do parents care for babies?
- What can I do for myself to keep clean and healthy?
- How are males and females different and what are the different parts called?
- What does it mean to be grown up?
- What am I responsible for now and how will this change?
- How do my actions and emotions affect the way others feel?
- Who can I talk to about the way I feel?
- When should I say 'No' and how should I say it?

Years 5 and 6

- What qualities do I value in people I know and my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What strategies can I put in place to prevent negative relationships with others?
- What does it mean to respect others, especially other lifestyles and beliefs?
- What happens to the bodies of boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How are babies made?
- How can I keep my growing and changing body clean?
- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- What should adults think about before they have a baby?
- Why are love and trust important?
- When should I say 'No' and how should I say it?
- What does the term 'consent' mean?

Relationships, Health and Sex Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings. A variety of teaching strategies and activities will be used, such as:

- Role play
- Discussion
- Brainstorming
- Displays
- Visits and visitors
- Photographs

- Audio visual aids
- Circle time
- Fiction and non-fiction texts

Delivery of Sex Education in Year 6

Sex education is defined as human reproduction, sexual intercourse, conception, pregnancy and birth. RSE will be taught in the classroom and as we aim to achieve a balance between the needs of boys and girls they will be encouraged to work together to build up their confidence in dealing with emotional problems, fears and feelings. The delivery of the RSE curriculum will be through videos, diagrams and discussions. The class teacher will be involved in the delivery of this programme, with the assistance of other staff as deemed appropriate.

We feel a moral as well as an educational duty to prepare pupils for the physical, mental and social changes which take place as they develop into adulthood. By approaching RSE in a sensitive, unthreatening and developmentally appropriate way we can build upon our pupils' existing knowledge and understanding of their bodies, relationships and the world in which they live in. This should help pupils with any problems they may encounter during puberty. It will also develop the skills they will need to become confident adolescents.

Primary sex education will focus on:

- Having a baby
- Conception through to birth

4. Roles and Responsibilities

The Headteacher will:

- Ensure the legal framework is followed;
- Ensure that all RSE is placed in the context of moral values and family life;
- Include a summary of the content and organisation of RSE in the school prospectus;
- Ensure all parents are aware of their right to withdraw their child from any RSE which is in addition to the National Curriculum;
- Implement the Policy for Relationship and Sex Education;
- Ensure that the Policy is followed;
- Liaise with the governors on the teaching of the Policy in school;
- Liaise with parents and any external agencies;
- Provide appropriate and sufficient resources;
- Ensure that the RSE Policy is reviewed appropriately
- Respond according to individual problems experienced by children

The PSHE subject leader will:

- Write and review the RSE Policy in liaison with the Headteacher;
- Write and review the Scheme of Work for RSE in liaison with the Headteacher;
- Monitor the delivery of RSE in liaison with the Headteacher;
- Provide access to information, guidance, support and training to school staff for RSE

School staff, including support staff will:

- Teach relationship and sex education in accordance with the RSE Policy;
- Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties;
- Respond appropriately to individual questions of a sensitive nature after liaising with parents first;
- Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory RSE programme.

Visitors

The school may use the School Nurse or other health professionals to enhance the delivery of the RSE programme. Any such visitor will follow the school's planned programme for RSE and copies of the school's RSE Policy will be made available to them prior to their visit.

5. Involvement of Pupils and Parents and the right of withdrawal

At Cawston Grange Primary School, puberty is taught as a statutory requirement of Health Education and is covered by the Jigsaw programme in the Changing Me puzzle, which takes place in Summer 2. We conclude that sex education refers to human reproduction and therefore inform parents of their right to request their child from the PSHE lessons that explicitly teach this (see below). The request for withdrawal should be put in writing and will be put onto the child's school record. The school will

inform parents of this right by sending out a letter to the parents in the half term before the Changing Me puzzle is taught. Parents have the right to view any materials that the children will be looking at in these lessons.

- Year 6 Lesson 3 (Conception) – understanding the place of sexual intercourse in a relationship and how it can lead to conception
- Year 6 Lesson 4 (Conception to birth) – the story of pregnancy and birth

Relationships Education has been introduced to put in place the building blocks needed for positive and safe relationships of all kinds. Therefore, parents may not withdraw their children from the relationships and health programmes of work.

6. Answering Questions and Sensitive Issues

Trustees and school staff are in agreement that adults in school should answer all children's questions relating to RSE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of correct names for all external body parts;
- Meanings of words are explained in a sensible and factual way.
- An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:
 - Reassure the child;
 - Try to find out why the child is asking the questions, and exactly what they want to know;
 - Determine the child's present level of knowledge and understanding;
 - Offer a simple answer, and if appropriate back up with a relevant story or picture;
 - If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;
 - Occasionally, questions will be answered on another day instead of immediately, in order to find an appropriate time for responding

7. Inclusion

In support of the school policies for Race Equality, Equal Opportunities and Inclusion, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from RSE, resources and teaching methods.

8. Confidentiality

Although an atmosphere of trust is encouraged, teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the designated Child Protection Officer. Child Protection procedures will be followed.