

OXON CE PRIMARY SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY

INTRODUCTION

We have based our school's Relationship and Sex Education Policy on the statutory guidance from DfE for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

DfE guidance (2019) states: 'We have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.'

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding stable and loving relationships, respect, love, care and the importance of marriage

The Lichfield Diocesan Board of Education comment:

'Sex and Relationship Guidance: A Christian Perspective (2008) states that 'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.'

Nigel Genders, the Church of England's Chief Education Officer, response to DfE guidance comments:

'RSE should teach the diversity of healthy relationships, lifestyle choices and beliefs and schools must be given the flexibility to reflect their own ethos and values as well as that of their local context. This must include their context of belief, faith and religion. In Church schools RSE must be culturally and community sensitive as well as encompass the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice as well as the understanding of abstinence and celibacy as positive life choices.

In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That's what good RSE should aim for as it contributes to an education that develops dignity and respect.'

The DfE references in this document come from the DfE document 'Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'. (2019)

AIMS FOR RELATIONSHIPS AND SEX EDUCATION

- RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.
- We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with

certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

- In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.
- Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy has been reviewed and updated in consultation with our school community, including parents, and approved by Governors.

CONTENT

We are committed to ensuring our programme is age appropriate. We take advice and are updated on a regular basis by our Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

SECTION 1 RELATIONSHIPS EDUCATION

RELATIONSHIPS EDUCATION (DfE 2019)

The following paragraphs are taken from the DfE 2019 guidance:

‘54. 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.

55. 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.

56. 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.

57. 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.

58. 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.

59. 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.

60. 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.

61. 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.

62. 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.'

DELIVERY OF RELATIONSHIPS EDUCATION AT OXON CE PRIMARY SCHOOL

Relationships Education is primarily taught within the school's wider curriculum for personal, social and health education. This work is supported by E-safety work in computing. Children from Reception to Year 6 have a weekly lesson of PSHE. The content for these lessons is set out in the PSHE scheme of work. The scheme of work sets out which areas are to be covered by each year group. The content and delivery are carefully matched to the age of the children. PSHE is taught by the class teacher or higher-level teaching assistant in the normal class groups.

We use elements of The Shropshire Respect Yourself: Eat Better, Move More, RSE programme is a spiral curriculum from year 1 to year 11. This resource contains age appropriate lessons and resources for each year group and key stage.

	Summary of the PSHE scheme of work – Relationships
Year R	Similarities and differences between themselves, including families.
Year 1	What makes a good friend? Who can help me?
Year 2	How to make others feel good? How to be fair? What is bullying?
Year 3	Why do friendships end? How can we make new friends?
Year 4	Why do families fall out? Challenge stereotypes and making judgements on appearance.
Year 5	What is forgiveness? What groups do I belong to? How to ask for help or advice.
Year 6	How to forgive. What makes a good team? Why get angry? How to report concerns. The importance of permission-seeking and giving in relationships with friends, peers and adults.

DfE Learning Outcomes for Relationship Education by the end of primary school:

<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 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(a) 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>a: Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>
<p>Caring friendships</p>	<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>Respectful relationships</p>	<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. • 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.

	<ul style="list-style-type: none"> • 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	<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.
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 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.

SECTION 2 SEX EDUCATION

DEFINITION OF SEX EDUCATION (DfE 2019)

The following paragraph is taken from the DfE 2019 guidance:

‘66. The content set out in this guidance covers everything that primary schools should teach about relationships and 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.’

The Science National Curriculum contains elements related to this area:

- Year 2: notice that animals, including humans, have offspring which grow into adults
- Year 5: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Year 5: describe the life process of reproduction in some plants and animals
- Year 5: describe the changes as humans develop to old age

The DfE document ‘Sex Education (RSE) and Health Education’ contains an element on health education:

All the health elements are taught through a number of other curriculum areas:

DfE Health Education areas	School Policy and/or scheme of work
Mental Wellbeing	Mental Health and Wellbeing policy PSHE policy and scheme of work
Internet safety and harms	E Safety policy PSHE policy and scheme of work
Physical health and fitness	PE policy and scheme of work Science policy and scheme of work
Healthy Eating	PSHE policy and scheme of work Science policy and scheme of work
Drugs alcohol and tobacco	PSHE policy and scheme of work Science policy and scheme of work
Health and prevention	PSHE policy and scheme of work Science policy and scheme of work
Basic First Aid	PSHE policy and scheme of work

Changing adolescent body	<p>Covered through this policy: 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.
--------------------------	--

Year 5 Relationships and Health Education Programme

The Year 5 Unit is planned for the summer term. The Shropshire Council 'Eat Better, Move More, Relationships and Sex Education' resource will be used. This unit of work uses the 'Sense' DVD resource.

	Puberty and Menstruation (Health Education)
Objectives	<ul style="list-style-type: none"> • To know that during puberty a body changes from a child to an adult; it is part of the life cycle • To establish pupils' knowledge and understanding of menstruation, and clarify any myths or misconceptions, reassure and help prepare both girls and boys. <p style="text-align: right;">(Based on Year 4 Lesson 2)</p>

SUMMARY

The 'sex education element' is the element of study remaining that is not included in the relationships, science or health elements of study. In our school this work is only contained in some of the Year 6 lessons. It is important to note that much of the work contained within the Year 6 units would not be correctly described as 'sex education'. The school has delivered this unit of work in Year 6 for many years.

DELIVERY OF SEX EDUCATION AT OXON CE PRIMARY SCHOOL (YEAR 6)

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This is an award-winning programme with the quality kite mark from the PSHE Association. It is based upon national good practice criteria and Shropshire young people's priorities. The majority of Shropshire schools, including our feeder secondary schools use the programme. The RSE Transition programme for year 6&7 ensures cross phase co-ordination.

In Year 6 RSE sessions will be delivered by the class teachers to the year group as whole with both boys and girls together. One session in each year will be delivered to boys and girls separately to give time to learning about the practical management of menstruation for girls.

Interactive and distancing techniques are used in conjunction with establishing ground rules.

Guidance is provided to staff on responding to pupils' questions (see following section).

CONTENT OF SEX EDUCATION AT OXON CE PRIMARY FOR YEAR 6

Year 6 Relationships and Health Education and Sex Education Lessons

The **Year 6** Unit is planned for the summer term. The Shropshire Council 'Respect Yourself Transition Programme – Year 6' will be used. This unit of work uses the 'Sense' DVD resource.

Note: These lessons contain:

- Relationships Education
- Health Education
- Sex Education

The right-hand column in brackets identifies which elements are included in the lesson.

Lesson 1	Valuing Ourselves (Relationships Education)
Objectives	<ul style="list-style-type: none"> • Consider why honesty, loyalty, understanding and respect are important in relationships
Lesson 2	Changes (Health and Relationships Education)
Objectives	<ul style="list-style-type: none"> • Managing change effectively: e.g. learn about the changing nature of and pressure on relationships with friends and family • Appreciate that similarities and differences between people are a result of many factors
Lesson 3	Reproduction (Science and Sex Education)
Objectives	<ul style="list-style-type: none"> • Discuss and ask questions about changing bodily needs • That puberty can be a positive and exciting time • Know how changes at puberty affect bodily hygiene
Lesson 4	Conception and Birth (Some Sex Education elements)
Objectives	<ul style="list-style-type: none"> • Discuss and ask questions about changing bodily needs • Know that body changes are a preparation for sexual maturity and understand the process of conception and birth
Lesson 5	Unit Review (Relationships, Health and Sex Education)
Objectives	<ul style="list-style-type: none"> • Discuss and ask questions about changing bodily needs • Recognise the need to ask for support sometimes and who to ask • That puberty can be a positive and exciting time • Know that body changes are a preparation for sexual maturity and understand the processes of conception and birth • Know how changes at Puberty affect body hygiene

DEALING WITH QUESTIONS

Some of the Year 5 (Health and Relationships) and Year 6 (Health, Relationships and Sex) lessons will include opportunity for children to ask questions relating to the issues that have been raised within a particular session. Teachers will make use of a question box for children to write anonymous questions. Questions will be answered within the whole year group sessions or separate single -sex sessions as appropriate. If a question addresses an area that is not appropriate for a particular year group, then it will not be answered.

RIGHT TO BE EXCUSED FROM SEX EDUCATION (COMMONLY REFERRED TO AS THE RIGHT TO WITHDRAW)

DFE 2019:

The following paragraphs are taken from the DfE 2019 guidance:

‘45. 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 it would be good practice for the head teacher to 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. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing 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).

49. Head teachers 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.

50. If a pupil is excused from sex education, it is the school’s responsibility to 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.’

A letter will be sent to Year 6 parents prior to the unit of work (containing elements of sex education) being taught. The letter will give information about the planned lessons and when they will take place. The letter will contain detail about the areas covered in each lesson. Parents will also be informed of their right to withdraw their child from sex education. As stated above, parents have no right to withdraw children from relationships education, science or health education. If a parent wishes to withdraw their child from the sex education lessons, they should inform the headteacher in writing before the lessons commence.

SECTION 3 CONCLUDING SECTIONS (RELATIONSHIPS AND SEX EDUCATION)

SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

CONFIDENTIALITY

All staff working in this area are aware of the school's Child Protection Policy and will work within it at all times. Teachers cannot offer or guarantee pupils unconditional confidentiality.

THE SOCIAL, ETHNIC AND RELIGIOUS MIX OF THE SCHOOL

We aim to fulfil the educational needs of the children who are represented in our local community. The children come from a varied cross section of our local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support with the RSE curriculum and can be at increased risk of exploitation. Individual support may be considered where appropriate. Parents and pupils will be involved and consulted.

HOME/SCHOOL PARTNERSHIP

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home/school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to equality and safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family, friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

ROLES AND RESPONSIBILITIES

This policy is the responsibility of the headteacher who works closely with the PSHE subject leader.

STAFF TRAINING AND DEVELOPMENT

The subject leader will continue to receive external CPD through courses and where appropriate consultants visiting schools. All staff will receive training through 'in house' CPD in this area.

CONSULTATION

This policy underwent a process of consultation with parents and staff prior to final approval by the governing body in June 2020.

MONITORING AND EVALUATING THE POLICY

This area will be monitored and reviewed over time. A key source of evidence will be the biennial parent survey, feedback from staff and informal feedback from children and parents. Any additional feedback from parents and children will be used in ongoing reviews of this area.

EQUAL OPPORTUNITIES

All children are entitled to an appropriate and meaningful RSE curriculum regardless of race, disability, sex, religion or belief, sexual orientation, or gender reassignment.

Our RSE programme and delivery fosters gender and LGBT+ equality and challenges all forms of discrimination and bullying.

POLICY DATE : NOVEMBER 2020

This policy will be reviewed after the first full year of operation – November 2021

SLT Review November 2021 – no changes made

Full Review November 2024 – no changes made