

## **Relationship and Sex Education (Relationships, Sex and Health Education) Policy**

At St Margaret's Academy we recognise the importance of Relationship and Sex Education underpinned by children feeling safe and happy at school. This policy has been written in accordance with the department of education recommendations and agreed by staff, parents and school governors. This policy is available for parents to view, as are any resources that have been approved to support our curriculum.

### **Rationale and Ethos**

Relationship and sex education is designed to prepare our children for the future regardless of sexual orientation or gender identity. Whilst teaching this area of our curriculum 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.

In line with our school values respect will be shown to all children and we will ensure that there is no stigmatization of children based on their home/ personal circumstances.

Children are encouraged to celebrate and discuss the diverse nature of the family they come from and respect the diversity of family relationships in our culture.

Our school vision

- To promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and ultimately sexual partners.
- To develop knowledge of how the human body functions, how it grows and how we change physically and emotionally.
- To emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind.
- To develop knowledge and understanding about lifestyle choices in order for all our children to then make informed judgments and to be prepared for the demands of life in the 21<sup>st</sup> Century.
- To create an ethos of positive relationships between all members of the school community and for the children to be given appropriate answers as naturally and honestly as possible to their questions on personal relationships and sex.
- To work closely with parents and governors in the dissemination of information on RSE and develop a partnership approach thus ensuring that every child receives the best RSE.
- To give regard to the age, emotional and physical maturity of the children within all the age groups taught, including those pupils with learning or physical difficulties and ensure equality of opportunity and experience.

### **What is Relationship, Sex and Health Education**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

### **Who will be responsible for providing Relationship and Sex Education?**

The RSE programme will be led by the PSHE leader and in close conjunction with the head teacher and school governing body. Relationship and Sex education will be taught by class teachers with the support of the PSHE leader. Teachers will be responsible for notifying parents before their children start an RSE unit of work.

A working party will be made up of the PSHE leader, the head teacher and the designated school governor.

All teaching staff will receive RSE training from the Jigsaw training providers. This will introduce the new Jigsaw PSHE scheme of learning and have a specific emphasis on the new statutory RSE guidelines.

### **The Role of Parents and Carers**

The school is very aware that the primary role in children’s sex education lies with parents and carers. We wish to build a positive and supporting relationship with parents and carers through mutual understanding, trust and cooperation.

Therefore we aim to:

- Inform parents and carers about the school’s RSE policy and practice. You will be notified in advance of sex education lessons and you will have the opportunity to view materials to help make an informed judgement about consent.

### **Legislation**

- We are required to teach relationships education/RSE as part of the department for education statutory guidance which states from September 2020 RSE will become compulsory.
- Parents of children in year 5 and year 6 have the right to withdraw their child from ‘sex education’ for aspects of the curriculum which aren’t part of the science curriculum. Before granting such a request parents will need to consult with the head teacher to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Schools are required to keep a record of such requests.

### **Our curriculum:**

#### **Relationships**

The focus will 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.

Our current Relationships and Sex Education resource is Jigsaw. The grid below shows specific RSE content for each year group:

#### **Age**

YR	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
Y1	Recognising bullying and how to deal with it; celebrating differences between people; making

	new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles only); respecting my body and understand which parts are private.
Y2	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
Y3	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
Y4	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
Y5	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
Y6	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

## Physical health and mental well-being

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. There will be a focus on:

## Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values.

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

### Age

YR	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
Y1	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
Y2	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
Y3	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
Y4	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams;

	achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
Y5	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
Y6	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

## Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils will be taught key facts about the menstrual cycle as part of statutory Health education, including what is an average period, range of menstrual products and the implications for emotional and physical health. Sanitary bins are located in the cubicles in the Key Stage 2 girls toilets. Sanitary protection is available in Miss Wooldridge's classroom. Sara Pike and Jill West are our nominated adults for the girls to seek help from.

### Safe and effective practice

In order to create a safe learning environment ground rules will be agreed prior to any teaching and learning. The school values of respect and responsibility will be encouraged in every lesson. Distancing techniques will be used in lessons to help depersonalise the situations under discussion.

### Answering Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly, they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the head if they are concerned. Pupils will be able to raise questions anonymously by writing a question down to put in a box or by being sign posted to select adults throughout the school community.

## Safeguarding

We are aware that effective RSE brings an understanding of what is and what isn't appropriate. This can lead to a disclosure of a child protection issue. In instances such as this the designated safeguarding lead will be informed.

### **Monitoring and Evaluation**

Pupils will have the opportunity to review and reflect on their learning during lessons through regular question and answer sessions and end of lesson self-evaluations. Each class will keep a class comment book to record the learning that has taken place in a PSHE lesson. This will provide a snapshot of the learning and could include specific pupil comments, drawings, observations, photographs etc. Pupil conferencing will be carried out by class teachers at the end of each piece and comments/notes will be recorded in the class comment book. The PSHE leader will carry out regular audits – monitoring the class comment books and conferencing with the pupils about their learning in PSHE.

### **Sexuality and gender equality**

All responses to children's questions about straight, gay and lesbian relationships should be dealt with factually and only relate to the emotional side of the relationship rather than the mechanics of the physical side of the relationship (with the exception of the biological aspect of reproduction). It is recognised that some children have gender confusion. This will be addressed if the need arises with support from outside agencies and with full consultation with parents. Gender equality will be promoted and any discrimination will be challenged. With the support of their parents, all pupils can decide which gender they identify with and to which pronoun they wished to be referred to by and which gender they are treated as.

St Margarets Academy RSE policy reviewed March 2019

This will be reviewed again in March 2021

It will be reviewed by the PSHE leader to ensure it reflects the needs of pupils, staff and parents and is in line with current department of education guidance.

This policy has been finalised in consultation with staff and is ***still under consultation with parents and governors.***