

TOWNSEND PRIMARY SCHOOL

Relationships and Sex Education Policy

Areas of Every Child Matters: Be Healthy
 Stay Safe
 Make a positive contribution to society

Staff responsible:

The implementation of this policy is the responsibility of all staff in the school. All teaching staff have a responsibility to deliver RSE.

The PSHCE co-ordinator will monitor and review the policy, with Headteacher agreement

Related policies:

Science, Confidentiality, Child Protection, PSHCE, RE and Behaviour

Aims

The aims of [relationship and sex education \(RSE\)](#) at our school are to:

- Be appropriate to the age and maturity of the child. Common starting levels cannot be assumed.
- Be respectful and sensitive to our culturally diverse community.
- Answer pupils' questions honestly and sensitively.
- Teach factual knowledge and encourage the exploration of facts.
- Promote an understanding of a range of family groups including: marriage (mixed or same sex), long-term partnerships (mixed or same sex), single parent families (male or female), and fostered and adopted families.
- Examine opinions and concepts and encourage discussion.
- Encourage awareness, respect and responsibility for oneself and others.
- Enable pupils to develop positive relationships with others and the ability to communicate effectively.
- Enable pupils to protect themselves and ask for help and support.
- Give an understanding of the importance of personal hygiene
- Prepare pupils for puberty and to recognise that individuals develop at different times.
- Enable pupils to be able to name parts of the body and describe how their bodies work
- Give pupils an understanding of reproduction and sexual development.

Like other areas of health education, sex education is concerned not only with cognitive development but affective development (emotional development).

Statutory requirements

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach [RSE](#), they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Townsend Primary School we teach [RSE](#) as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Family

In this document the word *family* is used when referring to a group of adults and children that care for each other. Families at Townsend primary school come in many forms including married couples, single parents, foster families, adopted families, extended families, dispersed families to name but a few. All these families have in common that they care for each other and their children.

Sexting

Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘sexting’.

Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. When young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum following the Christopher Winter Project’s scheme of work. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The school nurse might be asked to support the teaching of puberty to both boys and girls in upper key stage 2 (Years 4 – 6).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

A range of teaching styles will be employed, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills.

Parents will be informed when the school is planning to teach relationship and sex education (RSE) and will be invited in to attend a meeting outlining the content of the lessons.

The content of the RSE Curriculum is outlined within Appendix A

Roles and responsibilities

The Governing Body

The governing body will hold the headteacher to account for the implementation of this policy.

The governing body has delegated the approval of this policy to [the curriculum committee and the headteacher](#).

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory or non-science](#) components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory & non-science](#) components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE. These can be found in the Science program of study.

Parents are asked to meet with headteacher to discuss this. If after a meeting with the headteacher a parent decides to withdraw their child, then a request for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Assessment and SEND

Teachers will be responsible for assessing where their children are both in knowledge and maturity and match learning opportunities to their individual needs. The Christopher Winter projects scheme of work provides clear learning and objectives and the class teacher should assess against these. The scheme ensures progress and it is the responsibility of the class teacher to make sure that the scheme is fully delivered. Pupils whose needs mean that they will have difficulties with discussions and work will need supporting so that they can access and fully understand the curriculum. Further advice can be sourced from the SENCO and PSHCE co-ordinator.

Confidentiality

See Confidentiality and Child Protection policy. It is important that for the effective teaching of RSE there must be a trusting relationship between the class teacher and pupils, but as outlined in our confidentiality policy it is important for pupils and parents to understand that staff cannot maintain confidentiality. Any concerns staff may have should be discussed immediately with the designated Child Protection Officer (Headteacher). The safety of our children is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

Answering difficult Questions

All teachers are encouraged to use a question and answer box where pupils can ask questions anonymously. This provides staff time to prepare suitable responses. Staff will answer questions in line with the year groups and RSE learning intentions. If a child asked explicit or non-age appropriate questions, teachers will suggest that they are discussed with an adult at home or someone a child trusts.

Harassment and Bullying

Pupils come from a variety of backgrounds, cultures and families and all are entitled to learn in a supportive environment free from fear. Some pupils use terms such as 'gay' 'batty boy' and 'lesbian', other sexual language and other street slang as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour policy.

Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and Deputy Headteacher through learning walks, book looks and children's voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by [PHSCE coordinator & Headteacher every 2 years](#). At every review, the policy will be approved by the curriculum committee and the Headteacher.

Appendix A – Christopher Winter Curriculum Overview

<u>Reception – Our Lives</u>	<u>Learning Intention</u>	<u>Learning Outcome</u>
Lesson 1 Our day	To consider the routines and patterns of a typical day	Understand some areas in which children can look after themselves e.g. dressing and undressing.
Lesson 2 Keeping ourselves clean	To understand why hygiene is important.	Explain why it is important to keep clean. Understand some basic hygiene routines.
Lesson 3 Families	To recognise that all families are different	Identify different members of the family Understand how members of a family can help each other.
<u>Year 1</u> <u>Growing and caring for ourselves</u>	<u>Learning Intention</u>	<u>Learning Outcome</u>
Lesson 1 Keeping clean	To understand some basic hygiene principles	Know how to keep clean and look after oneself
Lesson 2 Growing and changing	To introduce the concept of growing and changing	Understand that babies become children and then adults. Know the difference between boy and girl babies.
Lesson 3 Families and care	To explore different types of families and who to ask for help	Know there are different types of families Know which people we can ask for help
<u>Year 2</u> <u>Differences</u>	<u>Learning Intention</u>	<u>Learning Outcome</u>
Lesson 1 Differences: Boys and girls	To introduce the concept of male and female and gender stereotypes. To identify the difference between males and females	Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies.

Lesson 2 Differences: Male and female	To explore some of the differences between males and females and to understand how this is part of the lifecycle.	Describe some differences between male and female animals. Understand that making a new life needs a male and female.
Lesson 3 Naming the body parts	To focus on sexual difference and name body parts.	Describe the physical differences between males and females. Name the male and female body parts.
<u>Year 3</u> <u>Valuing difference and keeping safe</u>	<u>Learning Intention</u>	<u>Learning Outcome</u>
Lesson 1 Differences: Male and female	To explore the differences between males and females and to name the body parts	Know some differences and similarities between males and females. Name male and female body parts using agreed words.
Lesson 2 Personal Space	To consider touch and to know that a person has the right to say what they like and dislike	Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touching.
Lesson 3 Family differences	To explore different types of families and who to go to for help and support.	Understand that all families are different and have different family members. Identify who to go to for help and support.
<u>Year 4</u> <u>Growing up</u>	<u>Learning Intention</u>	<u>Learning Outcome</u>
Lesson 1 Growing and changing	To explore the human life cycle	Describe the main stages of the human life cycle. Describe the body changes that happen when a child grows up.
Lesson 2 What is puberty?	To identify some basic facts about puberty	Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty.

Lesson 3 Puberty changes and reproduction	To explore how puberty is linked to reproduction	Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce.
<u>Year 5</u> <u>Puberty</u>	<u>Learning Intention</u>	<u>Learning Outcome</u>
Lesson 1 Talking about puberty	To explore the emotional and physical changes occurring in puberty.	Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.
Lesson 2 Male and female changes	To understand male and female changes in more detail	Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes.
Lesson 3 Puberty and hygiene	To explore the impact of puberty of the body and the importance of hygiene	Explain how to keep clean during puberty. Explain how emotions change during puberty. Know how to get support and help during puberty.
<u>Year 6</u> <u>Puberty, relationship and reproduction</u>	<u>Learning Intention</u>	<u>Learning Outcome</u>
Lesson 1 Puberty and reproduction	To consider puberty and reproduction	Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.
Lesson 2 Understanding relationships	Consider physical and emotional behaviour in relationships	Discuss different types of adult relationships with confidence. Know what form of touching is appropriate.
Lesson 3 Conception and pregnancy	To explore the process of conception and pregnancy	Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception

<p>Lesson 4 Communication in relationships</p>	<p>To explore positive and negative ways of communication in a relationship</p>	<p>To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.</p>
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