

Relationships and Sex Education Policy

St Werburgh's Primary School

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Values and Ethos

At St Werburgh's Primary we aim to ensure that all children leave our school at the end of Year 6 with a love of learning. That they are confident communicators and that they are secure in their sense of self and belonging. Our values statement is shared with parents and carers annually through our homeschool agreement and is displayed on our website. It states that:

We have **high aspirations** for all children and encourage our children to have high aspirations for themselves. We **respect** the right of all children to learn and consider ourselves privileged to be responsible for enabling this. We **respect** each other and the environment in which we work. We forge strong and supportive **partnerships** with parents and carers and with each other.

We celebrate the beliefs of others and the cultural **diversity** of our school community. We are **resilient** and willing and able to learn from our mistakes. **Kindness** is very important to us and underpins all that we do. We are **energetic** and **enthusiastic** in our participation and work together to uphold and protect our vision and values.

Diversity is a key value of our school as set out above. We value all of our children and their families and celebrate the differences that we have, including those relating to the protected characteristics set out in the Equality Act of 2010. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Rationale

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations

The DfE has made **Relationships Education** compulsory in all primary schools in England as well as making **Health Education compulsory** in all state-funded schools. In the new guidance, the DfE continues to recommend that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

Aims

Alongside the above guidance, the school's philosophy aims to provide a stimulating and caring environment in which each child experiences high standards of education and preparation for the future, working in partnership with parents and the local community. The policy for Relationship and Sex Education sits within this framework, and will be sensitive towards the cultural and religious values of the pupils at our school. The objectives of Relationships and Sex Education at St Werburgh's Primary School are:

- To support children's understanding of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- To further develop personal awareness, confidence and responsibility
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect, care and to develop sensitivity towards the needs of others
- To provide knowledge of loving and supportive relationships
- To provide knowledge of human reproductive processes
- To create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing

- To inform children on matters of personal hygiene
- To enable children to make informed decisions, understand consent and keep themselves safe
- To develop positive relationships and respect for difference and diversity and associated prejudice and stereotyping.

Definition of Relationships and Sex Education

The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

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 and include an understanding of boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Content and Organisation

There will be a whole school approach - from Reception to Year 6. It will be progressive and take into account the needs of each group and their level of maturity. We teach RSE in the context of the school’s aims and values framework and follow the JIGSAW RSE scheme of work. While we carry out the main RSE teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some RSE through other subject areas where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing.

Sex education is taught in the context of the science curriculum as well as the curriculum for Personal, Social, and Health Education. The lessons will be taught discreetly over 6 weeks in the summer term, however due to the cross-curricular nature of the subject, it will also be discussed and taught as and when it arises through normal topic work, particularly in science in Year 5 and 6.

The grid below shows specific learning intentions for each year group:

Relationships Education

Year Group	Jigsaw Piece	Learning Intentions
Reception	Piece 1 <i>My Family and Me!</i> Piece 2 & 3 <i>Make friends, make friends, never ever break friends!</i> Piece 4 & 6 <i>Falling out and bullying</i> Piece 6 <i>Being the best friend we can be</i>	<i>I can tell you about my family</i> <i>I can identify some of the jobs I do in my family and how I feel like I belong I understand how to make friends if I feel lonely</i> <i>I know how to make friends to stop myself from feeling lonely</i> <i>I can tell you some of the things I like about my friends</i> <i>I can think of ways to solve problems and stay friends</i> <i>I know what to say and do if somebody is mean to me</i> <i>I am starting to understand the impact of unkind words</i> <i>I can work together and enjoy being with my friends</i> <i>I know how to be a good friend</i>
Year 1	Piece 1 <i>Families</i> Piece 2 <i>Making friends</i> Piece 3 <i>Greetings</i> Piece 6 <i>Celebrating my special relationships</i> Piece 6 <i>Being the best friend we can be</i>	<i>I can identify the members of my family and understand that there are lots of different types of families</i> <i>I know how it feels to belong to a family and care about the people who are important to me</i> <i>I can identify what being a good friend means to me</i> <i>I know how to make a new friend</i> <i>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</i> <i>I can recognise which forms of physical contact are acceptable and unacceptable to me</i> <i>I can tell you why I appreciate someone who is special to me</i> <i>I can express how I feel about them</i>

Year 2	Piece 1 <i>Families</i> Piece 2 <i>Keeping safe – exploring physical contact</i> Piece 3 <i>Friends and conflict</i> Piece 4 <i>Secrets</i> Piece 5 <i>Trust and appreciation</i> Piece 6 <i>Celebrating My Special Relationships</i>	<i>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</i> <i>I accept that everyone’s family is different and understand that most people value their family</i> <i>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</i> <i>I know which types of physical contact I like and don’t like and can talk about this</i> <i>I can identify some of the things that cause conflict with my friend</i> <i>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</i> <i>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</i> <i>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</i> <i>I recognise and appreciate people who can help me in my family, my school and my community</i> <i>I understand how it feels to trust someone</i> <i>I can express my appreciation for the people in my special relationships</i> <i>I am comfortable accepting appreciation from others</i>
Year 3	Piece 1 <i>Family roles and responsibilities</i> Piece 2 <i>Friendship</i> Piece 3 <i>Keeping myself safe</i> Piece 6 <i>Celebrating my web of relationship</i>	<i>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</i> <i>I can describe how taking some responsibility in my family makes me feel</i> <i>I can identify and put into practice some of the skills of friendship</i> <i>I know how to negotiate in conflict situations to try to find a win-win solution</i> <i>I know and can use some strategies for keeping myself safe</i> <i>I know who to ask for help if I am worried or concerned</i> <i>I know how to express my appreciation to my friends and family</i> <i>I enjoy being part of a family and friendship groups</i>
Year 4	Piece 1 <i>Relationship web</i> Piece 2 <i>Love and loss</i> Piece 6 <i>Celebrating my relationships with people and animals</i>	<i>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</i> <i>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</i> <i>I can identify someone I love and can express why they are special to me</i> <i>I know how most people feel when they lose someone or something they love</i> <i>I know how to show love and appreciation to the people and animals who are special to me</i> <i>I can love and be loved</i>
Year 5	Piece 2 <i>Getting on and falling out</i> Piece 3 & 4 <i>Girlfriends and boyfriends</i> Piece 5 <i>Relationships and technology</i> Piece 6 <i>Relationships and technology</i>	<i>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</i> <i>I know how to stand up for myself and how to negotiate and compromise</i> <i>I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean</i> <i>I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend</i> <i>I can recognise the feeling of jealousy, where it comes from and how to manage it</i> <i>I understand how to stay safe when using technology to communicate with my friends</i> <i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</i> <i>I can explain how to stay safe when using technology to communicate with my friends</i> <i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</i>
Year 6	Piece 1 <i>My relationships web</i> Piece 4 <i>Power and control</i> Piece 5 & 6 <i>Being safe with technology</i>	<i>I can identify the most significant people to be in my life so far</i> <i>I understand how it feels to have people in my life that are special to me</i> <i>I can recognise when people are trying to gain power or control</i> <i>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</i> <i>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</i> <i>I can take responsibility for my own safety and well-being</i> <i>I can use technology positively and safely to communicate with my friends and family</i> <i>I can take responsibility for my own safety and well-being</i>

Sex Education

Year Group	Jigsaw Piece	Learning Intentions
Reception	Piece 3 <i>Growing Up- how we have changed since we were babies</i>	<i>Seek out others to share experiences. Show affection and concern for people who are special to them</i> <i>Explain own knowledge and understanding, and ask appropriate questions of others</i> <i>Show sensitivity to others' needs and feelings</i>
Year 1	Piece 4 <i>Female and Male' Bodies</i>	<i>Identify the parts of the body that make males different to females and use the correct names for these: penis, testicles, vagina</i> <i>Respect my body and understand which parts are private</i>
Year 2	Piece 4 <i>Female and Male Bodies</i>	<i>Recognise the physical differences between males and females, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</i>
Year 3	Piece 1 <i>How do Babies Grow</i> Piece 2 <i>Babies</i> Piece 3 <i>Outside Body Changes</i> Piece 4 <i>Inside Body Changes</i>	<i>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</i> <i>Express how I feel when I see babies or baby animals</i> <i>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</i> <i>Understand that male and female bodies need to change so that when they grow up their bodies can make babies</i> <i>Identify how male and female bodies change on the outside during this growing up process</i> <i>Identify how male and female bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</i> <i>Recognise how I feel about these changes happening to me and how to cope with these feelings</i>
Year 4	Piece 2 <i>Having a Baby</i> Piece 3 <i>Females and Puberty</i>	<i>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</i> <i>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</i> <i>Describe how a female body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this</i> <i>Know that I have strategies to help me cope with the physical and emotional changes that I will experience during puberty</i>
Year 5	Piece 2 <i>Puberty for Females</i> Piece 3 <i>Puberty for Males and Females</i> Piece 4 <i>Conception</i>	<i>Explain how the female body changes during puberty and understand the importance of looking after myself physically and emotionally</i> <i>Understand that puberty is a natural process that happens to everybody and that it will be ok for me</i> <i>Describe how male and female bodies change during puberty</i> <i>Express how I feel about the changes that will happen to me during puberty</i> <i>Understand that sexual intercourse can lead to conception and that is how babies are usually made</i> <i>Understand that sometimes people need IVF to help them have a baby</i> <i>Appreciate how amazing it is that human bodies can reproduce in these ways</i>
Year 6	Piece 2 <i>Puberty</i> Piece 3 <i>Female Talk/ Male Talk</i> Piece 4 <i>Babies – Conception to Birth</i>	<i>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</i> <i>Express how I feel about the changes that will happen to me during puberty</i> <i>Ask the questions I need answered about changes during puberty</i> <i>Reflect on how I feel about asking the questions and about the answers I receive</i> <i>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</i>

At times it may be deemed appropriate for boys and girls to be taught separately to enable them to ask questions which may be more difficult in a mixed group environment, but wherever possible pupils will be taught as a whole class in their appropriate year group and by their class teacher. In addition to the above lessons, children who have permission to participate have a discussion about child protection and safeguarding of which FGM is mentioned. These lessons are taught to all Year 5 and 6 children. These lessons explain about the law and that it is not ok or legal for girls to be cut. Reference is made to the posters around the school and how to get help if they are worried about this happening to them or anyone they know.

The 2 sessions cover:

- Keeping safe into secondary school
- Being confident in saying say no
- Body changes in puberty
- Violence against women
- Ownership of their bodies, this includes a discussion about FGM.

Pupils will always be asked to use the correct terminology when asking questions and completing tasks set. Children will know that they are free to question further and discuss issues with their own or another teacher/member of staff. Any pupil disclosures of abuse will be sensitively handled following the child protection policy.

Parental Role

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Parents and carers play a central role in their child's learning around the topic of relationships and sex and, as a school, our aim to continually work in partnership with home. St Werburgh's will ensure that parents and carers views are heard and that RSE teaching is culturally appropriate and inclusive of all of our children. In promoting this objective we will:

- inform parents about the school's RSE policy and practice
- inform parents of when the RSE lessons will begin, and inviting them to view any resources being used
- answer any questions that parents may have about the RSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE
- encourage parents to be involved in reviewing the school policy
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of **Sex Education** provided at school except for those parts included in statutory Science National Curriculum. Those parents/carers wishing to exercise their right to withdraw their child are invited in to meet with the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. This request must be made annually before lessons begin. Due to changes in statutory guidance parents will not be able to withdraw their children from the relationship part of RSE from September 2020.

Answering Children's Questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. Children submit anonymised questions beforehand so that the teacher can prepare an appropriate response and if a question is too explicit or inappropriate to answer in class at that moment, teachers will suggest that the children talk to their parents or carers. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

The Role of the Head Teacher and Subject Leader

It is the responsibility of the head teacher and subject leader to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. They will ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. Both the head teacher and subject leader liaise with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, safeguarding governor and subject leader. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Written in-line with our school:

- Safeguarding/Child Protection Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Health and Safety Policy
- Home school agreement
- ICT Policy and Safe Internet Use Policy
- RE Policy
- SEND Policy