



## **RELATIONSHIPS AND SEX EDUCATION POLICY**

At St David's Prep, we recognise our responsibility to promote the spiritual, moral, emotional, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development. This policy has been written in accordance with the DfE Sex and Relationship Education Guidance that was issued in July 2000. This policy has been developed in consultation with parents and staff who have attended meetings about the content of the policy and make any recommendations.

### **What is Relationships and Sex Education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health in an age appropriate way.

### **Why should Relationships and Sex Education be taught in school?**

Relationships and Sex Education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Relationship and Sex Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to sexual health and well-being.

Wide-ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss relationships and sex with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child is key to ensuring that all have a thorough understanding of relationships and development.

### **Aims and Objectives for Relationship and Sex Education**

The aim of Relationship and Sex Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce this existing knowledge and provide a framework in which sensitive accurate discussions can take place
- To raise pupils' self-esteem and confidence, especially in their relationships with themselves and others
- To help pupils understand their relationships and sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others

- To help gain access to information and support
- To develop skills for a healthy safe lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To develop open-mindedness in children

## **Statutory Requirements**

As an Independent Primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The 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. We already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement. The DfE recommends that it is important to support pupils to develop a knowledge of sex education before they move to secondary school. 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. As sex education is not compulsory at primary school parents have the right to withdraw their child from sex education other than aspects which are covered in the science curriculum (see paragraph below). Parents will not be able to withdraw children from relationships education after 2020.

The regulations and guidance in relation to Health Education only do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

### **The Education (Independent School Standards) Regulations 2014**

(b)the written policy, plans and schemes of work–personal, social, health and economic education which–

(i)reflects the school’s aim and ethos; and

(ii)encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

(f)where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

## **Moral and values framework**

The DfE guidance states that Relationships and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health in an age appropriate manner.

As part of Relationship and Sex Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children as well as the fact that there are strong and mutually supportive relationships outside marriage. As recognised in the Home Office, Ministerial Group on the Family consultation document Supporting. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of Relationships and Sex Education within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of Relationship and Sex Education will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

## **The organisation of Relationship and Sex Education**

Relationships and Sex Education is taught by form teachers within the PSHEE programme in EYFS, Pre-Prep and Prep classes in the summer term. Biological aspects of Sex and Relationship Education are taught within the Science curriculum. OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. Reasonable adjustments will be made to alleviate disadvantage pupils and we are mindful of the SEND Code of Practice.

A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises inappropriate questions, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that concerns a member of staff, child protection procedures should be followed and advice sought.

Relationships and Sex Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. The school nurse will also visit in year 5 and 6 to support teaching of specific aspects around puberty.

## **Learning outcomes for Relationship and Sex Education within the school**

We acknowledge that many aspects of relationship and sex education are covered in other areas, science, PSHEE, RE, English and drama. It is therefore important to remember this and draw upon prior knowledge when planning discrete Relationship and Sex Education lessons.

### **By the end of Reception, children will:**

- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other

### **By the end of Pre-Prep, children will:**

- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help

- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

**By the end of Prep, children will:**

**Years 3 and 4:**

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support
- Describe the main stages of the human lifecycle
- Know about the physical and emotional changes that happen in puberty

**Years 5 and 6:**

- Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes
- Explain how to keep clean during puberty
- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- Know when it is appropriate to share personal/private information in a relationship
- Explain how and where to get support if a relationship goes wrong
- Start to consider protected characteristics including (but not limited to) sexual orientation, sex, gender reassignment.

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In year 6 Relationships and Sex education may be taught as a 'workshop' style day covering aspects of the curriculum that are appropriate to children about to transition to secondary school.

In PSHEE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationship and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge. All discussions should promote self-esteem, positive body image and well-being.

It will be important to ensure that they have an age appropriate understanding of safe internet use. Children will be given opportunities to consider links to 'sexting', the use of social media and their digital footprint. These opportunities will be supported by e-safety lessons in computing.

**Links to other policies**

This policy should be read in conjunction with other school policies especially the PSHEE policy and E-safety policy.

## Monitoring and Assessment

The teaching of Relationships and Sex education is monitored by the curriculum co-ordinator through lesson observations and looking at planning and materials produced by the children. Opportunities are built into lessons for assessment of pupil progress. Pupils are asked to reflect upon their learning and reflect upon and consider the importance of discussions that they have had. The head teacher and curriculum co-ordinator have overall responsibility for ensuring the delivery of RSE and ensuring that legal obligations are fulfilled.

## Confidentiality and Child Protection

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in her absence the Head, or the Deputy Designated Safeguarding Lead. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

## Withdrawal of students from Relationship and Sex Education and complaints procedure

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's Relationship and Sex Education programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction). The school will inform parents/carers when aspects of the Relationship and Sex Education programme are taught via a letter and will provide opportunities for parents/carers to view the videos and resources being used. If parents want to withdraw their child/children from our Relationship and Sex Education programme then this must be discussed with the class teacher and when appropriate member of Senior Leadership. Any complaints about the content or delivery of Relationships and Sex Education should be addressed to the Head Teacher.

## Policy Review

This policy will be reviewed annually and approved by the head teacher. Next review March 2021

## Relationships and sex education coverage

By the end of Primary school pupils should know.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>