



## Relationship and Sex Education Policy

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### What is Relationships Education?

Relationship Education (formerly known as Sex and Relationship Education) or RSE, is learning the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive RSE programme provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### Why is Relationship Education in schools important?

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.

## Aims

The aim of RSE 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. The RSE programme will promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for experiences in adult life. It will help pupils keep themselves safe from harm, both on and offline. In Primary schools, the DfE describes Relationships Education as, (p19)

*“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.” (Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education, 2019).*

Teachers will be delivering key messages which includes respecting themselves and others as well as forming positive relationships with their peers and adults. As part of this, pupils will learn about boundaries and privacy, both online and offline, ensuring that they have an understanding of the rights of their own body and the boundaries of others.

## Objectives

At All Saints C of E Primary School and Nursery, Relationships Education will be taught in the context of relationships. We will teach about the importance of stable relationships, marriage and family life as well as respecting themselves and other people.

The objectives of Relationship and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils’ self-esteem and confidence, especially in their relationships with others;
- 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 healthier and safer 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 provide children with age-appropriate terminology for different parts of their body to enable them to communicate effectively and understand how they can use them in difficult situations. Often these terms are used as part of the Science National Curriculum and complement the PSHE curriculum.

### Relationships Scheme of work

At All Saints CofE Primary School and Nursery, we follow a version of Coram’s SCARF Growing and Changing plans which has been sensitively considered and adapted to meet the needs of our pupils. There is a scheme of work for Relationship Education from Nursery to Year 6 which is included in the overall PSHE Scheme of Work. This has been drawn up by the PSHE Subject Leader and has been approved by Senior Leaders in the school. Each Class Teacher has a copy of the Scheme of Work and related teaching and learning resources. *Please see Appendix A and B for more information for each year groups lessons and example resources.*

<b>Year group</b>	<b>Content summary – Keeping Safe, Healthy Relationships and Growing and Changing units.</b>
Reception	Life stages in plants, animals and humans, including where babies come from (see appendix B for more details), getting bigger and differences between boys and girls.
Year 1	Naming internal organs and simple bodily processes, taking care of a baby, changes from a baby and toddler to now, healthy relationships and recognising teasing and bullying, the difference between keeping secrets and surprises and keeping privates, private (NSPCC Pants Rule).
Year 2	Saying goodbye and loss, growing up, keeping privates, private (NSPCC Pants Rule), respecting privacy, functions of your body.
Year 3	Looking at different relationships, appropriate and inappropriate touch (NSPCC Pants Rule), the difference between keeping secrets and surprises, how a body changes, loss and bereavement and basic first aid.
Year 4	Changes that happen in people’s lives, puberty, periods and hormones, naming female and male body parts and the difference between keeping secrets and surprises.
Year 5	Describing how feelings change, acceptable and unacceptable touch, naming female and male body parts for puberty, stereotypes and positive and negative behaviours.
Year 6	Managing change, body image, media influences, what is normal in puberty, reproduction, prominent viruses and safe and unsafe secrets.

## Statutory and Non-Statutory Parts of the Curriculum - Right to Withdraw

In Primary Schools, the DfE have made Health and Relationships Education compulsory. Sex education, however, is not compulsory, although it is strongly recommended. This is deemed to cover conception and sexual intercourse topics. Puberty, reproduction and birth is considered part of Health and Relationship education and is therefore statutory in our school as this is included in the national curriculum for Science.

*"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." (P23, DfE 2019)*

As a school, we firmly believe that when sex education is delivered and tailored to the age and physical and emotional maturity of pupils, they are better equipped to deal with and understand the ongoing changes that will occur. This means that we introduce scientific vocabulary, particularly when naming the genitalia, throughout the school in a sensitive, graduated and age-appropriate manner.

It also means that we deliver lessons on conception and sexual intercourse in Year 6 and offer parents the right to withdraw their child from this lesson. If a parent requests that their child is withdrawn from the lesson, the head teacher will discuss this request with the parent and, if appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will also discuss 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 parent proposes to deliver sex education to their child at home instead).

Evidence suggests that pupils who have access to effective SRE programmes and are given the opportunity to use the correct scientific language are

- Less likely to access unreliable sources of information elsewhere such as on the internet or from their peers and therefore reduce misinformation.
- Clarify and strengthen positive attitudes and values
- They are able to challenge stereotypes and develop positive relationships, ensuring they can make informed decisions.
- Improve perceptions about peer groups and social norms

- Increase communication with parents or other trusted adults.

(UNESCO 2009)

As a result, children will feel better equipped to deal with social and cultural pressures appropriately as they transition into adulthood.

(SCARF 2020)

### Delivery

Relationships Education will be delivered as part of PSHE curriculum each week and linked to aspects of science and computing curriculum, where relevant. A variety of teaching methods will be used which will include a range of interactive resources such as sorting cards, engaging scenarios, True or False? Statements, storytelling, story boards, realistic and accurate body part illustrations, timelines and drama techniques. We will create a safe learning environment where rules and boundaries will be set out or reminded of before the start of each lesson, using a group agreement. We always use distancing techniques to avoid any pupil being spoken about directly, this also includes any adult known to the pupils. Sometimes, pupils will ask difficult questions, staff and parents can refer to Appendix C, which is a frequently asked questions section. If a question is not answered here, then we will tell them that we will find out the answer and get back to them. If the answer is deemed inappropriate to that age group, we will discuss this with a member of the Senior Leadership Team and the parent.

We will also signpost children to other resources and educational film clips created by highly respected education and prevention charities such as NSPCC and CEOP. Single gender groups will be used as deemed appropriate and relevant, usually in upper KS2. Visitors will also be invited to support the curriculum, where appropriate. This may include the school nurse, parents and babies.

At All Saints Primary School, we ensure that all pupils are able to access all areas of our curriculum by providing inclusive lessons that are differentiated to support any pupil who requires it. This is in line with the equalities duties of the school under the Equalities Act 2010. In addition to this, we are aware that there are lessons in RSE that are extremely sensitive in their nature. We will ensure that the needs of both boys and girls are met by delivering parts of the curriculum in single sex classes whilst ensuring that both sexes learn about changes in the opposite sex. We have also acknowledged and undertaken a sensitive but honest consideration of sexuality when designing the delivery of this curriculum with a view to ensure pupils are tolerant and

understanding of others. Please refer to our Anti-bullying Policy for more information on homophobic bullying

### Consultation

The school is committed to working with parents and value the role they play in supporting the Relationships and Sex Education programme at home. In this scheme of learning, not all year groups have videos or interactive media as part of their learning materials. This is a change to previous years. Parents will be invited to attend a short meeting at which their child's year group's scheme will be briefly outlined and any videos presented. This will provide an opportunity for parents to ask questions of the class teacher about the learning their children will undertake.

At All Saints, we have carefully selected an education programme to meet the needs of our pupils and our school and also one that promotes respect for, and understanding of, the views of different ethnic and cultural groups. We have taken into account the needs and views of the parents and families, acknowledging different ethnic and cultural groups as well as families that come from a variety of home backgrounds.

### Dissemination of this policy

All staff members and governors will receive a copy of this policy. The policy is published on the school's website and a hard copy of this policy is available for parents in the School Office.

### Assessment

Assessments are provided at the beginning and the end of each half termly unit, where children complete the same or a similar task. These can be used to then assess the progress of each child through the unit as well as making informal judgements as they observe them during lessons. Teachers also complete an end of year assessment of each pupil based on their relationships, perseverance, attitudes to learning and self-esteem.

### Monitoring and Review

The PSHE Link Governor will be responsible for monitoring and evaluating the Policy and will provide the link between school and governors. The PSHE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching.

The PSHE Subject Leader supports colleagues in the teaching of Relationships and Sex Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The PSHE Subject Leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and areas for development in the subject.

This policy will be reviewed by the PSHE lead annually and will include consultation with parents, staff, governors and pupils as appropriate.

### Sources of Further Information

This policy has drawn on:

- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE 'Sex and Relationship Education Guidance' (2000)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education (2019)
- Tanton C, Jones KG, Macdowall W, *et al*, Patterns and trends in sources of information about sex among young people in Britain: evidence from three National Surveys of Sexual Attitudes and Lifestyles *BMJ Open* 2015;**5**:e007834. doi: 10.1136/bmjopen-2015-007834
- International Technical Guidance on Sexuality Education, UNESCO (2009)

## Appendix A SCARF Growing and Changing Whole School Overview

SCARF Topic	Lesson (5)	Nur	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growing and Changing Includes Relationship Education, bereavement	1	Coming Soon	<a href="#">Seasons</a>	<a href="#">Inside my wonderful body!</a>	<a href="#">A helping hand</a>	<a href="#">Relationship Tree</a>	<a href="#">Moving house</a>	<a href="#">How are they feeling?</a>  <a href="#">Taking notice of our feelings</a>	<a href="#">Helpful or unhelpful?</a>  <a href="#">Managing change</a>
	2		<a href="#">Life stages - plants, animals, humans</a>	<a href="#">Taking care of a baby</a>	<a href="#">Sam moves house</a>	<a href="#">Body space</a>	<a href="#">My feelings are all over the place!</a>	<a href="#">Changing bodies and feelings</a>	<a href="#">I look great!</a>  <a href="#">Media manipulation</a>
	3		<a href="#">Life Stages: Human life stage - who will I be?</a>	<a href="#">Then and now</a>	<a href="#">Haven't you grown!</a>	<a href="#">Secret or surprise?</a>	<a href="#">All change!</a>	<a href="#">Growing up and changing bodies</a>	<a href="#">Is this normal?</a>
	4		<a href="#">Where do babies come from?</a>	<a href="#">Who can help? (2)</a>	<a href="#">Keeping privates private</a>		<a href="#">My changing body</a>	<a href="#">Help! I'm a teenager - get me out of here!</a>	<a href="#">Making babies, reproduction.</a>
	5		<a href="#">Getting bigger</a>	<a href="#">Surprises and secrets</a>	<a href="#">Respecting privacy</a>	<a href="#">My special pet</a>	<a href="#">Period positive</a>	<a href="#">Stop, start, stereotypes</a>	<a href="#">What is HIV?</a>
	6		<a href="#">Me and my body - girls and boys</a>	<a href="#">Keeping privates private</a>	<a href="#">My body, your body</a>	<a href="#">Basic first aid</a>	<a href="#">Secret or surprise?</a>	<a href="#">It could happen to anyone</a>	<a href="#">Dear Ash</a>



## Appendix B – SCARF Corum Education ‘Helping Children Make Healthy Choices’ An outline of content for parents from SCARF Relationships Education Curriculum.

### Reception Class content

- Seasons and change
- Life stages in plants, animals and humans
- Where do babies come from?
- Getting bigger
- Me and my body
- Looking after my special people
- Looking after my friends

#### Sample Learning Activities

- Role play how you can help your special people at home
- Read a book together about getting bigger
- Using the pairs cards, match up the baby animal with its adult equivalent
- Invite a midwife in to talk about her job
- Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.

### Year 1 content

#### Extending learning from Reception New content includes:

- Our special people
- Caring behaviour
- Respecting others
- Safe touch
- Unsafe secrets
- Friendship
- Communication
- Bullying
- Boundaries
- Privacy including naming genitals
- Feelings

#### Sample Learning Outcomes

- Recognise and name some of the qualities that make a person special to them
- Identify simple qualities of friendship
- Identify things they could do as a baby, a toddler and can do now
- Explain the difference between appropriate and inappropriate touch
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private

# Year 2 content

## Extending learning in Y1

### New content includes:

- How my behaviour (positive or negative) affects others
- Becoming more independent
- Keeping themselves and others safe
- Growing from young to old and how people's needs change

## Sample Learning Outcomes

- Identify some of the ways that good friends care for each other
- Know and use words and phrases that show respect for other people
- Explain where someone could get help if they were being upset by someone else's behaviour
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Identify the types of touch they like and do not like
- Explain that our genitals help us make babies when we are older

# Year 3 content

## Extending learning in Y2

### New content to include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy and unhealthy relationships (friendships)
- Discrimination and its consequences
- Understanding risk
- Making informed choices
- Resisting pressure

## Sample Learning Outcomes

- Explain some of the feelings someone might have when they lose something important to them
- Recognise and describe appropriate behaviour online as well as offline
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Recognise who they have positive healthy relationships with
- Recognise that repeated name calling is a form of bullying

## Year 4 content

### Extending learning in Y3

#### New content to include:

- Body changes in puberty
- Conflicting emotions
- Good and not so good feelings
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressures to behave in an unacceptable, unhealthy or risky way
- Menstruation

### Sample Learning Outcomes

- Understand and explain why puberty happens
- Suggest reasons why young people sometimes fall out with their parents
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
- Define what is meant by 'being responsible'
- Understand and identify stereotypes, including those promoted in the media
- Understand that we can be influenced both positively and negatively
- Understand that for girls, periods are a normal part of puberty

## Year 5 content

### Extending learning in Y4

#### New content to include:

- Body changes and feelings during puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information private online

### Sample Learning Outcomes

- Identify some products that they may need during puberty and why
- Recognise some of the feelings associated with feeling excluded or 'left out'
- Identify what things make a relationship unhealthy
- Explore and share their views about decision making when faced with a risky situation
- Recognise that people aren't always who they say they are online
- Recognise that some people can get bullied because of the way they express their gender
- Know how to protect personal information online

## Year 6 content

### Extending learning in Y5 New content to include:

- Body image
- Sharing images online
- Forced marriage
- Conception, reproduction & birth
- HIV

### Sample Learning Outcomes

- Recognise that photos can be changed to match society's view of perfect
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Describe ways in which people show their commitment to each other
- Know a variety of ways in which the sperm can fertilise the egg to create a baby
- Explain how HIV affects the body's immune system

## **Appendix C – FAQ's for Parents and Staff**

### **Common questions from parents**

#### **Is Relationships and Sex Education (RSE) compulsory?**

It's compulsory for primary schools to teach Relationships Education and Health Education. The Department for Education (DfE) also strongly encourage schools to teach Sex Education. Schools must consult parents in developing and reviewing their RSE policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use. This can provide reassurance for parents and helps to continue the conversations started in class at home.

Where a primary school chooses to teach aspects of sex education (which go beyond the statutory National Curriculum for Science requirements), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach non-statutory sex education must allow parents a right to withdraw their children.

#### **Does SCARF cover non-statutory Sex Education?**

There is very little in the SCARF programme that is non-statutory. We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science. The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson. We've also been asked whether teaching about HIV at Primary level is statutory. HIV is included in the SCARF programme as it helps schools to meet their statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of year 6 to know:

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

SCARF is a spiral curriculum and so previous lessons would have covered hygiene, bacteria and the importance of hand washing, this naturally leads on to discussions about different viruses, of which HIV is important to understand. The purpose of this particular SCARF lesson is to raise awareness and reduce stigma and misconceptions surrounding HIV. This follows the guidance of the Sex Education Forum, of which we are members. Although talking about viruses is statutory, talking about HIV, specifically at primary level, is not. Your school will have made a decision as to whether there is any reason not to teach it at Year 6. Schools are best-placed to assess their pupils' needs and SCARF is flexible, so teachers can adapt content to meet these needs. They will consider whether the children have already mentioned it, whether they referring to HIV either appropriately or inappropriately, and whether they have a good

understanding of how it can and can't be passed on. An understanding of these issues will help them explain the reasons for including this SCARF lesson – or not – in order to meet pupils' needs. The statutory guidance aims to provide a balance between what *must* be taught by the end of Year 6, alongside decisions about how and when the school delivers the content. Parent consultation helps each school to strike a balance that's appropriate to the needs of its children.

### **When will my child's school be delivering Relationships and Sex Education?**

If your child's school has already consulted parents regarding their RSE policy and shared sample resources with you, then they could start delivering it from September 2020. If not, they have until the beginning of the summer term 2021 to consult parents before they start delivering RSE. The school should ensure they communicate with parents what they will be covering and when.

### **What can I do to support my child's learning at home?**

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are a many things you can do to support your child's understanding and encourage them to ask questions. Here are some

1. If you feel it is time to talk to your child about growing up and the changes they are likely to experience it's best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.
2. If your child asks you questions try to stay calm, and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age appropriate way (see details below for resources on our website).
3. Use everyday opportunities to bring up the topic; things you see on TV or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.
4. If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.
5. By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.
6. Visit the specially created Coram Life Education SCARF [webpage](#) for more information including a list of books and websites that will support both you and your child along with some activities you to support their learning.

## **FAQs from teachers**

### **Does the new DfE statutory Relationships and Health Education guidance replace PSHE?**

No. From September 2020, you'll need to be delivering the DfE's Relationships Education and Health Education statutory guidance and it's recommended that you do this within the wider, PSHE curriculum. This will require new or increased curriculum content for many schools, new policies and renewed consultation with parents. But the new guidance doesn't cover everything needed for a comprehensive PSHE curriculum. Vital elements such as the rights of the child, caring for the environment, economic education, and parts of British Values and SMSC are not included.

### **Do we have to teach about LGBT identities and families?**

Yes, the statutory guidance states that schools must teach about families of many forms and this includes LGBT parents.

### **My understanding is Sex Education is non- statutory and therefore parents can withdraw from it. Which parts of SCARF include Sex Education?**

We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science.

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson. NB: this lesson can be adapted to ensure no non-statutory sex education is taught (this would be by omitting the sexual intercourse elements).

### **How early do I need to be delivering menstruation to the girls? I've heard it needs to be Year 3 which feels too early for my pupils.**

The statutory guidance states puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. Best practice states that menstruation education should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the national curriculum science and fosters good relationships by breaking down the stigma of going through these changes leading to less bullying. However schools retain the freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, so can deliver themes at a later stage if that best meets their pupils' needs.

### **How do the RSE elements of SCARF support the values of faith schools and their delivery of RSE?**

The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships. We feel there is a natural fit between these values and the ethos of schools with a religious character.

### **What about Mental Health?**

The Health Education section of the new DfE statutory requirements have a whole section on mental wellbeing. This also comes into many of the Relationships Education outcomes – particularly the categories of **Respectful Relationships** (including bullying behaviours) **Online Relationships** and **Being Safe**.