Gaddesby Primary School
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Policy Name: Relationships and Sex Education

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Date: September 2023

Next review due: September 2024

Aims

This policy is designed to briefly outline the schools approach to Relationships and Sex Education within the statutory framework as defined in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education document (2019). It provides additional guidance, which complements and reinforces the statutory guidance.

At Gaddesby Primary School we believe that:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE but not limit the pupils access to quality RSE education. This includes special educational needs or disability, gender, sexual orientation (LGBT) and age, nationality, religion, cultural and linguistic background.
- RSE is most effective when provided in the wider context of social and emotional development. In our school, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.
- RSE must ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect as set out in the Equality Act 2010.

  The RSE curriculum should teach pupils how to keep themselves and their personal information safe while online, which is reflected in our school ICT policy.

Mission

Through a **nurturing environment**, a **carefully considered curriculum** and a **sense of community** Gaddesby Primary School is committed to ensuring every young person becomes a **well rounded** and **successful** individual who can make a difference to the local and wider community.

Vision

Our nurturing environment ensures children are safe, happy and stimulated. Children's physical and mental well-being is at the core of our ethos.

Our carefully considered curriculum is planned to be progressive, ambitious and to develop a culture of curiosity and creativity whilst supporting children to become successful learners.

Our sense of community is built upon positive relationships, open communication and mutual respect with children, parents and the wider community.

We embrace our Gaddesby values, foster and celebrate children's individuality and offer a range of opportunities to ensure children become well rounded successful individuals.

This policy is designed to reflect this and enhance the teaching of our core school values:

Positivity

Respect

Aspiration

Curiosity

Teamwork

Resourcefulness

Creativity

Resilience

Other school policies that are relevant to our provision of RSE are:

- Safeguarding and Child Protection
- Behaviour
- Anti-bullying
- Equality

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We offer all pupils a curriculum that is broad and balanced, including requirements to teach science which includes the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

At Gaddesby Primary School we teach RSE as set out in this policy.

This policy has been shared and discussed with staff, governors and our parents and was ratified by the Local Advisory Board.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. Further details about this can be found in the 'Delivery of RSE' section.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

PSHE time is also allocated (but not limited to) as follows: -

- Designated PSHE time for class and whole school assemblies
- Cross curricular subjects across the curriculum, e.g., science, literacy, RE, Design Technology
- Enrichment weeks/days, e.g., Anti-bullying week, Cyber bullying and Internet safety, Children's Mental Health Day.
- Visitors, e.g., Anti-Social Behaviour Team, PCSOs, School Nurse, RNLI, NSPCC, Fire Service, St John's Ambulance
- Residential and day visits, e.g., Year 6 visit to the Warning Zone, Young Voices, Year 4 visit to Caythorpe
- Small group work, e.g., social skills groups.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in year 6. Ground rules will be established in class and children reminded of these throughout. We aim to create a safe environment within which all children will feel able to ask questions and discuss issues openly. For any child wishing to discuss something individually, relating to lesson content, an opportunity will be provided.

Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content. This includes the needs of all children as set out in the aims of this policy.

Distancing techniques will be employed in our RSE, as with other areas of the PSHE curriculum. In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud.

Our curriculum supports the statutory requirements for Key Stage 1 and 2 set out by the DfE. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In order to ensure our RSE curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

We understand the importance of ensuring all children receive their entitlement to RSE, as stated in the aims of this policy. In relation to those with special educational needs or disability, we will review our programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- The management of personal care
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- Clarity about sources of support for pupils

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from senior leaders.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

For more information about our RSE curriculum, see Appendix 1.

Roles and responsibilities

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

The Advisory board

The Advisory board will ensure that the RSE consultation and personalisation of the policy reflects the context and curriculum of the school and its community.

The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see '*Working with Stakeholders and Parents' Right to Withdraw'* section).

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 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 head teacher.

Pupils

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

PSHE Lead

The PSHE Lead is responsible for reviewing and evaluating RSE at our school. The PSHE Lead will report to the Head Teacher in this task.

Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Lead who will, with support, provide lesson support and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.

Working with Stakeholders and Parents' right to withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum
- Providing parents with an opportunity to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis

Parents have the right to withdraw their children from part or all the non-statutory components of sex education within RSE, with the exception of the objectives included in the National Curriculum for science.

Requests for withdrawal should be put in writing and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their ongoing CPD.

The head teacher and/or PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when needed.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

In all instances, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Designated Safeguarding Lead: Mr Leigh Fox (Headteacher)

Deputy Designated Safeguarding Lead: Miss Annalee Toon (Deputy Headteacher)

Deputy Designated Safeguarding Lead: Mrs Joanne Linnett (Class Teacher)

Visitors and external agencies which support the delivery of Relationships Education will be required to

adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Assessment, Monitoring and Reporting arrangements

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. Self-assessment is an important part of learning in Relationships Education and PSHE and children will be encouraged to reflect on their own learning throughout the units.

Monitoring and evaluation of the policy is the responsibility of the Senior Leadership Team and the Local Advisory Board. Information will be gathered from the head teacher, the PSHE Lead, Ofsted and parents to inform judgements about effectiveness.

The policy will be formally reviewed every year. The next review will take place in 2023.

Appendix 1:

The RSE programme will complement the content of the National Curriculum for science 2014 for years 1 – 6.

Early Years Foundation Stage

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

Years 1 and year 2

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the rights amounts of different types of food, and hygiene.

Lower key stage 2 (Years 3 and 4)

Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Upper key stage 2 (Years 5 and 6)

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird. Describe the life process of reproduction in plants and animals. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. (National Curriculum)

Relationships and sex education curriculum map

Below is a summary of the key learning objectives for PSHE including Relationship and Sex Education lessons. Topics areas taught cover Relationship Education, Health and Well Being and Living in the Wider World. We have chosen the Twinkl Scheme of Work as we believe it meets the needs of our children's learning and development. We incorporate other resources into our teaching as and when needed, to suit the needs of the learners.

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Be Yourself (Relationships)	TEAM (Relationships)	Britain (Living in the Wider World)	Money Matters (Living in the Wider World)	It's My Body (Health and Wellbeing)	Aiming High (Health and Wellbeing)
Year 2	Thinking Positive (Health and Wellbeing)	VIPs (Relationships)	Safety First (Health and Wellbeing)	Respecting Rights (Living in the Wider World)	One World (Living in the Wider World)	Growing Up (Relationships)
Year 3	Britain (Living in the Wider World)	It's My Body (Health and Wellbeing)	Aiming High (Health and Wellbeing)	Be Yourself (Relationships)	Money Matters (Living in the Wider World)	TEAM (Relationships)
Year 4	VIPs (Relationships)	Respecting Rights (Living in the Wider World)	Growing Up (Relationships)	Safety First (Health and Wellbeing)	One World (Living in the Wider World)	Think Positive (Health and Wellbeing)
Year 5	TEAM (Relationships)	Britain (Living in the Wider World)	Be Yourself (Relationships)	Aiming High (Health and Wellbeing)	It's My Body (Health and Wellbeing)	Money Matters (Living in the Wider World)
Year 6	Safety First (Health and Wellbeing)	Think Positive (Health and Wellbeing)	Respecting Rights (Living in the Wider World)	One World (Living in the Wider World)	VIPs (Relationships)	Growing Up (Relationships)

<u>EYFS – Early Learning Goals</u>

Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Statutory Relationships Guidance - by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources