

Relationship and Sex Education Policy

Norton Free Primary School



Date approved by
governing body:

Last reviewed by:

David Holland

Date: March 2021

Next review due by:

March 2024 or sooner if required

This policy reflects the character of our primary school which aims to serve its community by providing an education of highest quality within the context of Christian belief and practice. This policy will be delivered in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

Our Aims

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

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

These aims are underpinned by the school's values: Respect, Co-operation, Determination, Self-Belief, Kindness and Resilience. Within the final half-term, the topic of 'Changing Me' is also addressed. It is our vision to fully equip our children with values, skills and knowledge that provide the building blocks for their future.

What is RSE?

RSE aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being. RSE should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect.

Effective RSE

Effective Relationship and Sex Education (RSE) is best achieved through a whole school approach within the PSHE framework, with a programme tailored to the age, physical and general emotional maturity of the children. All children need to know about puberty before they experience the onset of physical and emotional changes. In the early primary school years, education about relationships needs to focus on families and friendship. Central to the RSE programme, throughout both key stages, is the growth of the child's self-esteem and taking responsibility for themselves and their actions. In Y5 and Y6 boys and girls will be taught about puberty together in class, although they may be separated as and when appropriate.

Statutory Requirements and Responsibilities

RSE is not compulsory in primary schools. However, it is recommended by the DFE that primary schools should include RSE in the curriculum. From Summer 2021, Relationships education will become statutory in all primary schools in England. In line with government guidance, it is recommended that age-appropriate sex education is also taught in all primary schools.

All children have the right to comprehensive sex education and most parents support the teaching of sex education in schools. At Norton Free we teach RSE as set out in this policy. We have introduced a whole school PSHE scheme called 'Jigsaw'. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world. An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer

term in line with our Christian ethos and values. Parents in Y5/6 are also informed prior to puberty lesson and have the opportunity to view these materials. RSE will be taught in the context of moral values and the diversity of family life.

Policy development

This policy has been developed in consultation with Governors, who ensure that staff, pupils and parents are consulted about the content and delivery of the curriculum. The consultation will be reviewed every 3 years. Children will be consulted through the school council with the headteacher Mrs Bell.

1. Review –a working group consisting of Key staff and Governors pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be consulted regarding the policy
4. Pupil consultation – we will investigate what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

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

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

RSE is not about the promotion of sexual activity.

Delivery of RSE

From Summer 2021 all primary school pupils will be taught about relationships and health. This will help them to grow up happy, healthy and safe, and be prepared for the opportunities and challenges of the modern world, both on and offline. These subjects will help pupils understand healthy relationships such as friendships, different kinds of families, bullying, internet safety as well as physical and mental health.

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).

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

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

- Discussion and group work

These skills are taught within the context of family life and will educate, focusing on the facts of law and respecting religious beliefs. They aim to foster tolerance and respect for people and different families either in school or the wider world.

As part of relationships education, we will teach about different types of families such as LGBT and single parent families. This will be done in a way that is sensitive to the needs and religious background of all pupils and is age appropriate.

Relationship Education

The focus of relationship education in primary school will be on teaching the fundamental building blocks and characteristics of positive relationships. This will include: Families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Sex Education

In the new guidance, it is recommended that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools will determine the content which will be delivered ensuring 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.

At Norton Free there are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

A summary of the 'Changing Me' topic can be found at the end of this document.

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Pupils

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

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Parents cannot withdraw pupils from relationship or health education.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by SLT through learning walks and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by David Holland (RSE lead and Assistant Headteacher) on a three year cycle. At every review, the policy will be approved by the governing body and the headteacher.

Relationship Education at Norton Free C of E Primary School

Below is a list of objectives which the guidance states pupils will be taught by the end of KS2. These are covered across school with a focus on the fundamental building blocks and characteristics of positive relationships, friendships, family relationships and relationships with other children and adults.

<u>Area of learning</u>	<u>Pupils should know...</u>
Families and people who care for 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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
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.
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.

Relationship Education Progression FS – Year 6

The table below identifies the specific learning objectives which will be covered by each year group as part of relationship education.

Year Group	Learning Objectives
Foundation Stage	- To be able to talk about my own family - To identify what jobs I do in my family - To understand how to make friends - To know what makes a good friend - To know what to say and do if someone is unkind to me - To understand how other people feel in different situations - To manage my own feelings - To work together and enjoy being with my friends
Year 1	- To identify members of my family - To understand that there are lots of different types of families - To identify what being a good friend means to me - To know how to make a new friend - To know appropriate ways to greet my friends - To know acceptable and unacceptable forms of physical contact - To recognise people who help us - To be able to express how I feel - To be able to explain why I appreciate someone who is special to me
Year 2	- To know why it is important to share and co-operate with members of my family - To accept that everyone's family is different and understand why they value them. - To understand different forms of physical contact within a family and what is acceptable and what is not - To be able to talk about which types of physical contact I do and don't like - To identify things which cause conflict with my friends - To be able to demonstrate positive problem solving techniques to resolve conflicts with my friends - To understand what a good secret is - To know who to talk to if you are asked to keep a secret you don't want to keep - To know who can help me in my family, my school and my community - To be able to express and accept appreciation from a family member
Year 3	- To identify roles and responsibilities for different family members - To identify and use skills which are associated with friendship - To be able to negotiate a positive outcome during conflict situations - To know strategies for keeping myself safe - To know who to ask for help if I am worried or concerned - To know how to express my appreciation to my family and friendship group - To know what you enjoy about being part of a friendship and family group - To identify how I can be a positive global citizen
Year 4	- To know that I belong to a range of different relationships and can identify what I contribute to each of them. - To know that friendships can change and recognise how to manage when I fall out with my friends - I can identify someone I love and express why they are special to me - To consider how people feel when they lose someone or something they love - To know how to show love and appreciation to people and animals who are special to me - To be able to recognise and understand the feeling of jealousy

Year 5	To understand my self-worth and self-recognition To build self-esteem To be able to stand up for myself and negotiate compromise To understand how it feels to be attracted to someone To understand that relationships are personal To understand how to stay safe when using technology to communicate with my friends To understand how using technology may cause harm or upset to myself and others including gaming, gambling, reducing screen time and grooming.
Year 6	To identify mental health worries and sources of support To identify the most significant people in my life so far To understand how it feels to have people in my life that are special to me To manage feelings including love and loss To be able to recognise when people are trying to gain power or control To understand how technology can be used to try and gain power or control To be able to take responsibility for my own safety and well-being both on and offline I can use technology positively and safely to communicate with friends and family

Sex Education Progression FS – Year 6

The table below identifies the specific learning objectives which will be covered by each year group as part of sex education. The Relationship Education, RSE, and Health education (England) Regulations 2019 have made Relationships Education compulsory; however, sex education is not compulsory.

Year Group	Learning Objectives
Foundation Stage	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Year 6	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition