



Glusburn Community Primary School

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Relationships and Sex Education Policy

This policy was adopted by the Governing Body on	JANUARY 2021
This policy is scheduled for review on	JANUARY 2022

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Aims of policy

This policy is for Governors, Parents and Teaching Staff at Glusburn Community Primary School. It sets out why and how we teach Relationships and Sex Education in our school. It reflects our commitment to the UNCRC and Articles 13, 14, 19, 24 and 29 in particular:

Article 13: Children have the right to information.

Article 14: Children have the right to think and believe what they want.

Article 19: Children have the right to be safe from harm.

Article 24: Children have the right to health care when they need it.

Article 29: Children have the right to an education that develops their personality, talents and abilities to the fullest. It should encourage children to *respect others, human rights and their own cultures.*



Schools of Sanctuary



Definition

For many years at Glusburn, Relationships and Sex Education (RSE) has been one element of the school's work in Science and in Personal, Social and Health Education and Citizenship (PSHCE). From September 2020, teaching about relationships and different types of relationships will be statutory, as too will be Health Education. We are well prepared for this. We are, and have been for a long time, in agreement with the following statement: 'Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.' (DfE April 2019)

Like other areas of PSHCE, RSE is concerned not only with academic learning but also social development. At Glusburn, RSE is lifelong learning about emotions and relationships. It involves acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

RSE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. It is only during Year 6 that sexual relationships are considered.

In addition to the new statutory requirements for 2020 for the teaching of RSE, the National Curriculum for Science (2014) requires that pupils should be taught about reproduction and the human life cycle.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a Relationships and Sex Education Policy. The Act gives parents the right to withdraw their children from all, or part, of sex education, which is not part of the National Curriculum for Primary Schools.

With regards to Relationships Education, however, 'there is no right to withdraw from Relationships Education at primary ... as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.' DfE April 2019

The Education Regulations 1993 require all maintained schools to publish a summary of the content and organisation of any relationships and sex education which they provide. Our RSE Policy is available on our school website.

Rationale

RSE at Glusburn Community Primary School helps children to make sense of the world around them and supports their emotional, physical and moral development.

It helps to develop the personal skills needed to make sensible choices and form and sustain healthy relationships.

It informs the children on how they can protect themselves, both on and offline, and ask for help and support.

It enables them to have the confidence to articulate their thinking about feelings and relationships.

It prepares them for their physical and emotional development from puberty into adult life.

Our aims are to:

- Give our children knowledge and understanding of growing up in terms of both the physical and emotional changes involved, knowledge that is clear, reliable, appropriate and authoritative
- Teach our pupils to examine opinions and concepts and dispel misunderstanding
- Encourage discussion and exploration of facts
- Ensure our children have the ability to name body parts and explain how bodies work
- Ensure pupils begin to acquire appropriate knowledge and understanding of sexual development and relationships (from Year 5 for puberty and Year 6 for sexual relationships)

We are aware of our responsibility to adhere to 'The Equalities Act 2010 and Schools' and recognise that young people may have varying needs regarding RSE, depending on their circumstances and background. RSE at Glusburn includes the study of physical and emotional **differences and differences in life experience**. Through such study children can acquire understanding of and respect for other people and their values.

Roles and Responsibilities

The PSHCE Co-ordinator: Mrs Lynn Ashton is the curriculum lead and therefore is responsible for all aspects of the PSHCE including RSE. In respect of RSE, responsibilities are to:

- Ensure that all staff are confident in the skills to teach and discuss RSE issues
- Monitor and advise on organisation, planning and resource issues across the school
- Review / update the policy on a three - year cycle or sooner if necessary
- Keep the governing body fully informed of issues and progress in RSE
- Act upon any concerns, which may arise from pupil disclosure during RSE sessions.

The Governing Body

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to RSE provision for all pupils.

The Teacher

Teaching children about RSE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis e.g. in assemblies and through implementing our behaviour policy.

It is the responsibility of all staff to teach RSE in line with the principles and statements set out in this policy, and in particular:

To establish with pupils a set of ground rules which set the parameters for discussion

To recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)

Promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school.

Prepare pupils for the opportunities, responsibilities and experiences of adult life

Discuss all types of relationships with sensitivity and respect

Approach the teaching of RSE with an awareness of the children's needs in this area e.g. through informal assessment of their knowledge and understanding from other Science topics; through dialogue with Child Protection Officer about vulnerable pupils

Be appropriate to the age and stage of the child – common starting points are not assumed

Inform children about changes and growing up as part of the Science and PSHCE curriculum.

When teaching any work in RSE, sensitive questions may arise. Such questions are answered as appropriate.

Not be drawn into providing more information than is appropriate to the age of the child

Acknowledge questions that are too explicit which may need to be answered, at a parent's discretion, by the parent or carer.

The Teaching Assistant

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe) and in discussion.

External Agencies

Throughout the years, visitors may be invited to help the teaching and learning process, e.g. a parent and baby might help to illustrate work on relationships, growth and changes.

Parents are informed of the 'Puberty' talk that is given in Year 5 and the 'Sex and relationships' talk during Year 6 and if they have any questions or concerns, they may consult with the head teacher or withdraw their child from the particular lesson.

The Parents

Glusburn Community Primary School is committed to working with parents. They have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers e.g. through information workshops for parents / carers.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from sex education lessons: "if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, except in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn."

Parents wanting to exercise this right are invited to see the Headteacher to discuss their concerns.

How do we teach RSE?

Organisation, Planning and Resources

RSE is delivered in line with the National Curriculum for Science, the DfES Relationships and Sex Guidance and North Yorkshire's Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework.

Much of RSE is developed indirectly in day-to-day teaching and learning. (For example, at KS1 pupils are taught that family and friends should care for each other and this is addressed regularly in the classroom.)

Also, as a UNICEF Rights Respecting School, we are very focussed on respecting each other and recognising our responsibilities within and outside the school community.

However, to ensure full coverage, RSE is addressed in two ways:

Through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (e.g. under a heading such as 'My body' or 'Growing up').

Through other curriculum areas (Computing, Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and useful. For example, sex education is taught through the science curriculum when the children look at it as they study the human life cycle, and staying safe on the internet is a key component of the Computing curriculum.

Because RSE covers many aspects of relationships and feelings, teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability.

We have a long term plan for PSHE that includes the RSE elements and it was written using information from the 'Growing Up in North Yorkshire' 2014 survey to inform teachers of where there is the greatest need for information and support specifically for our children.

All teaching aims to meet the needs of all children. RSE reflects the realities of children's different lives. This will include, for example, children whose parents have married, divorced or split up and children in public care. We shall promote respect for all children in all circumstances.

What resources do we use?

Me and my relationships The NSPCC - PANTS campaign focusing on the message 'what's in our pants is private'. There is a short film called 'pantosaurus' to help children understand the PANTS message along with further information for teachers and parents. <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/>

Nursery, Reception and Year 1: This set of 19 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as urinating in public or exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately. <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

SEAL resources: 'Getting on and Falling out'.

Anti-Bullying Week resources.

Safer Internet Day resources

'Busy Bodies' Health Promotion Department, HSE South, Cork.

What are the expected learning outcomes?

The following statements are offered as illustration of learning outcomes for RSE for each key stage. They give a basis for planning and assessing work in RSE. They draw on the DfE's guidance on RSE and they reflect elements of the framework for PSHE.

By the end of FSU

Pupils will be able to

- say what a relationship is,
- say what friendship is,
- say what family means and who the people are who can support them.
- know how to take turns,
- know how to treat each other with kindness, consideration and respect,
- understand the importance of honesty and truthfulness,
- know of the need to seek and give permission
- understand the concept of personal privacy
- be able to establish personal space and boundaries,
- show respect and understand the differences between appropriate and inappropriate or unsafe physical, and other, contact

By the end of Key Stage 1

Pupils will be able to:

- Recognise and name the main external parts of the bodies of humans (including external genitalia) and why it is important to keep parts of their body private.
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations including those encountered online.
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers (both on and offline) and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy (both on and offline)
- About safe places to play and safe people to be with (both on and offline)
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people (both on and offline).

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to
- Express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.
- That safe routines can stop the spread of viruses including HIV
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved (including online)
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable (both on and offline)
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers'
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community

- The need for trust and love in established relationships.
- The need for caution when communicating online in terms of personal respectful behaviour and not being drawn into developing relationships with strangers
- The need to never give personal information to a stranger online.

How do we monitor and evaluate?

Each class teacher records the children's learning in a PSHCE 'Big Book', a Science 'Big Book' and by highlights and notes made on a copy of 'North Yorkshire Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework'.

Key Stages 1-2

Updated June 2019

There is a scrutiny of these Big Books in the summer term in addition to lesson visits. Having monitored and evaluated the children's learning, the policy is formally reviewed each year for the following purposes:

- To review and plan the content and delivery of the programmes of study
- To review resources and renew as appropriate
- To update training in line with current LEA guidelines.
- To evaluate outcomes for children

Special Educational Needs

- For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things, which other pupils learn incidentally e.g. what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.
- RSE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (e.g. to read).

Gender Issues and Sexual Stereotyping

Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles. We will also address transgender issues taking advice from the North Yorkshire Well - Being adviser. The KS2 children will have one Transgender session a year given by the external agency Barnardos.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups as and if necessary.

Sexuality

In accordance with DfES guidance, our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. This would include the use of 'gay' or 'lesbian' in a derogatory term. Anti-bullying Week will address the issue of homophobic bullying specifically, otherwise, it will be dealt with as and when it arises.

References:

This policy was compiled with reference to:

- Governments Relationships and Sex Education and Health Education learning outcomes for primary schools from the Governments February 2019 guidance document (Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)
- North Yorkshire Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework (Updated Dec 2019).
- The National Curriculum for Science (2014)
- The Equalities Act 2010 and Schools (May 2014)