



# Chandlers Field Primary School

## Relationship and Sex Education Policy

**Policy Date:** Autumn Term 2020

**Policy Type:** Statutory

**Review:** As required

**Governor Approval:** PLAT

## Relationship and Sex Education Policy

### 1. INTRODUCTION

The school's Relationships and Sex Education policy is based on the DFEE guidance document 'Relationships and Sex Education Guidance (ref: DfE 2019), which encapsulates the best relationships and sex education teaching and forms the basis of many schools' relationships and sex education policies. Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationships and Sex Education involves a combination of sharing information, and exploring issues and values. Relationships and Sex Education is not about the promotion of sexual activity.

Relationships and Sex Education plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

At Chandlers Field School, Relationships and Sex education is part of the personal, social and health education curriculum. While we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility. We acknowledge that there are a wide variety of home experiences and situations and that children and their families have a right to privacy, respect and acceptance. The school's approach is non-judgemental and respectful. However, whilst recognising the diversity of family backgrounds, it is still possible to promote the view in which a sexual relationship is an integral part of the life of a stable, loving relationship.

'Relationships and Sex Education will always be delivered in a manner appropriate to the age and development of the individual child'

### 2. AIMS

- To complement and support the work of parents.
- Prepare children to cope with the physical and emotional challenges of growing up.
- Give children an elementary understanding of human reproduction.
- Support the personal and social development of all children.
- Offer factual information appropriate to the age and maturity of the children, acknowledging the moral and ethical issues involved.

### 3. OBJECTIVES

- To discover what children know, understand, think and feel and to identify their needs.
- Offer progressive and differentiated learning which caters for the needs of children, which is sensitive to the needs of individuals and groups.
- Encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body and encouraging positive attitudes to all bodily functions.
- Generate an atmosphere where questions and discussions on sexual matters can be discussed without embarrassment.
- Counteract misunderstanding of how the body functions.
- Promote a positive view of body image, enabling children to accept variation in rates of growth and development (physical, social and emotional) and the ages when puberty or sexual activities commence.
- Provide constant reassurance that change is part of the life cycle and support children through these changes.
- Recognise the value of loving and caring relationships.

#### **4. CURRICULUM CONTENT AND DELIVERY OF RELATIONSHIPS AND SEX EDUCATION**

The teaching of all relationship and sex education is set within a clear, balanced, sensitive and moral framework. Children are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. Relationships and Sex Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships and Sex Education are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

For more information about our curriculum see Appendix 1 and 2.

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).

#### **Safeguarding**

Children will be taught the correct anatomical vocabulary for the parts of the body throughout the school.

#### **Strategies**

- To enable all children to access the curriculum we will use a range of teaching approaches.
- Children will build knowledge and have the opportunity to discuss issues openly.
- Children will work in groups enabling them to develop personal and social skills, exchange ideas and express attitudes.
- A safe learning environment will be established in order for the children to participate fully. Therefore, careful consideration will be given to the size and composition of groups, along with the establishment of negotiated ground rules. Some aspects of relationships and sex education may be taught in single-sex groups.

#### **Roles and responsibilities**

##### **The governing board**

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

##### **The headteacher**

The headteacher is responsible for ensuring that Relationships and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of Relationships and Sex Education.

##### **Staff**

Staff are responsible for:

Delivering Relationships and Sex Education in a sensitive way

Modelling positive attitudes to Relationships and Sex Education

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of Relationships and Sex Education

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

RSE will be delivered primarily by form class teachers and selected teachers with professional experience in delivering this content. A significant amount of RSE content is taught as part of the science curriculum and the School may also invite in appropriate experts to teach specific topics within the RSE programme.

### **Pupils**

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

### **Parents**

While the education of children on relationships and sexual matters is primarily the right and duty of the parents, the school accepts its responsibility to provide relationships and sex education for all children. Relationships and sex education teaching is, therefore, complementary to and supportive of the role of parents.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within Relationships and Sex Education. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents will be notified, in writing, in advance of lesson taking place and given the opportunity to view and discuss the materials used.

### **Responding to Children's Questions**

During lessons on relationship and sex education the children may ask questions about topics which are not specifically taught as part of the planned programme. These topics might include contraception, sexually transmitted diseases, homosexuality, abortion, rape, etc. Teachers will answer questions factually, giving details appropriate to the age and maturity of the children, but always being guided by the axiom that if a child is mature enough to formulate the question they are mature enough to understand the answer. Guided by this and their knowledge of the child teachers will decide whether to:

- Answer the question immediately, within the group setting.
- Speak to the child individually, once the class has been dismissed.
- Contact the child's parents.
- Deal with the question in accordance with the school Child Protection Policy because there is a child protection issue.

Staff should be clear about what the child wants to know and the reasons why, as this will give an indication of their level of understanding. If the member of staff feels uncomfortable answering the question, it should be referred to the head teacher, a deputy head teacher or the class teacher.

Under no circumstances should staff promise confidentiality. If a child protection issue comes to light it has to be reported in accordance with the Child Protection Policy.

### **Use of Visitors**

Where visitors are used to support the provision of relationships and sex education, e.g. the school nurse, the teacher must ensure that:

- A preliminary meeting has taken place to ensure appropriate consent.
- Visitors know and understand the content of this policy.
- The needs of individuals within the group are met.
- Teachers are present.

- Children are fully briefed and prepared before the visit takes place.
- Visitors have experience of both Relationships and Sex Education and working with children.

Visitors will only be used when they can offer something specific and useful, which teachers cannot.

### **Resources**

- Books, television and DVD programmes may be used to support the curriculum.

### **Assessment and Record Keeping**

- Short, medium and long term planning documents must show the knowledge covered by the schemes of work, based on the school Relationships and Sex Education Policy and overview.
- Older children will be encouraged to reflect on, evaluate and feedback on relationships and sex education, as appropriate.

### **Equal Opportunities**

Unless specifically withdrawn from this provision by parents, children will have equal access of relationships and sex education. Care will be given to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause for concern. We will ensure that all children with SEN have equal access to the relationships and sex education curriculum.

## **5. MONITORING THE POLICY**

The Chandlers Field Sex Education and Relationships Policy was written in January 2007 in consultation with staff, parents and governors. It has been reviewed in line with current best practice and has now been renamed as the 'Relationships and Sex Education Policy.'

Senior leaders will work with subject leaders to monitor the provision of RSE across the school. This will include learning walks, CPD, pupil perceptions and book monitoring. Pupils' development in RSE is monitored by class teachers as part of the assessment process. Pupils perception evaluations will be used to monitor the progress of pupils understanding of RSE.

This policy will be reviewed every two years. At every review, the policy will be approved by the PSHE leads, governing body and headteacher.

Date: September 2020

Review Date: September 2022

## Appendix 1

### Required Content, as set down in the National Curriculum

#### Both Key Stages:

Children should relate their understanding of science to their personal health.

As a whole school approach we follow the Jigsaw programme. The programme is split into 6 different topics. We teach the RSE curriculum throughout the year. It is embedded into all the Jigsaw puzzles. As part of the Jigsaw programme, we have a focus of RSE across the school for a whole half term. This topic is called ‘changing me.’

The 6 different topics (puzzles) and the content of these puzzles (pieces) are:

#### Module 1 – Being me in my world

|         | Early Years             | Year 1                      | Year 2                       | Year 3                      | Year 4                                | Year 5                      | Year 6                      |
|---------|-------------------------|-----------------------------|------------------------------|-----------------------------|---------------------------------------|-----------------------------|-----------------------------|
| Piece 1 | Who...me?               | Special and Safe            | Hopes and Fears for the Year | Getting to know each other  | Becoming a class Team                 | My year Ahead               | My Year ahead               |
| Piece 2 | How am I feeling today? | My Class                    | Right and Responsibilities   | Our Nightmare School        | Being a school citizen                | Being Me in Britain         | Being a Global Citizen      |
| Piece 3 | Being at Nursery        | Rights and Responsibilities | Rewards and Consequences     | Our Dream School            | Right, Responsibilities and Democracy | Year 5 Responsibilities     | Being a Global Citizen      |
| Piece 4 | Gentle Hands            | Rewards and Feeling Proud   | Rewards and Consequences     | Rewards and Consequences    | Rewards and Consequences              | Rewards and Consequences    | The Learning Charter        |
| Piece 5 | Our Rights              | Consequences                | Our Learning Charter         | Our Learning Charter        | Our Learning Charter                  | Our Learning Charter        | Our Learning Charter        |
| Piece 6 | Our Responsibilities    | Owning our Learning Charter | Owning our Learning Charter  | Owning our Learning Charter | Owning our learning charter           | Owning Our Learning Charter | Owning our Learning Charter |

#### Module 2 – Celebrating Differences

|         | Early Years              | Year 1                                  | Year 2  | Year 3                              | Year 4                              | Year 5                                  | Year 6                   |
|---------|--------------------------|---|---|-------------------------------------|-------------------------------------|---|--------------------------|
| Piece 1 | What am I good at?       | The Same as...                          | Boys and Girls                                  | Families                            | Judging by Appearance               | Different Cultures                      | Am I Normal?             |
| Piece 2 | I am special, I'm me!    | Different From...                       | Boys and Girls                                  | Family Conflict                     | Understanding Influences            | Racism                                  | Understanding Disability |
| Piece 3 | Families                 | What is Bullying?                       | Why does Bullying Happen?                       | Witness and Feelings                | Understanding Bullying              | Rumours and Name-calling                | Power Struggles          |
| Piece 4 | Houses and Homes         | Who do I talk to about Bullying?        | Standing up for Myself and Others               | Witness and Solutions               | Problem Solving                     | Types of Bullying                       | Why Bully                |
| Piece 5 | Making Friends           | Making New Friends                      | Making a New Friend                             | Words that harm                     | Special Me                          | Does Money Matter?                      | Celebrating Difference   |
| Piece 6 | Standing up for Yourself | Celebrating Difference – Celebrating Me | Celebrating Differences and Still being Friends | Celebrating Difference: Compliments | Celebrating Difference: How We Look | Celebrating Difference Across the World | Celebrating Difference   |

### Module 3 – Dreams and Goals

|         | Early Years           | Year 1                       | Year 2                         | Year 3                                  | Year 4                    | Year 5   | Year 6                       |
|---------|-----------------------|------------------------------|--------------------------------|---|---------------------------|--|------------------------------|
| Piece 1 | Challenge             | My Treasure Chest of Success | Goals and Success              | Dreams and Goals                        | Hopes and Dreams          | When I grow up   | Personal Learning goals      |
| Piece 2 | Never giving up       | Steps to Goals               | My Learning Strengths          | My Dreams and Ambitions                 | Broken Dreams             | Investigate jobs and careers                           | Steps to Success             |
| Piece 3 | Setting a Goal        | Achieving Together           | Learning with Others           | A new challenge                         | Overcoming Disappointment | My Dream Job. Why I want it and the steps to get there | My dream for the world       |
| Piece 4 | Obstacles and Support | Stretchy Learning            | A Group Challenge              | Our new challenge                       | Creating New Dreams       | Dreams and Goals for young people in other cultures    | Helping to make a difference |
| Piece 5 | Flight to the Future  | Overcoming Obstacles         | Continuing Our Group Challenge | Our new challenge: overcoming obstacles | Achieving Goals           | How can we support each other?                         | Helping to make a difference |
| Piece 6 | Award Ceremony        | Celebrating My Success       | Celebrating Our Achievement    | Celebrating my learning                 | We did it!                | Rallying Support                                       | Recognising our achievements |

### Module 4 – Healthy Me

|         | Early Years                 | Year 1            | Year 2              | Year 3                     | Year 4               | Year 5                    | Year 6                      |
|---------|-----------------------------|-------------------|---------------------|----------------------------|----------------------|---------------------------|-----------------------------|
| Piece 1 | Everybody's Body            | Being Healthy     | Being Healthy       | Being Fit and Healthy      | My Friends and Me    | Smoking                   | Food                        |
| Piece 2 | We like to move it move it! | Healthy Choices   | Being Relaxed       | Being Fit and Healthy      | Group Dynamics       | Alcohol                   | Drugs                       |
| Piece 3 | Food Glorious Food          | Clean and Healthy | Medicine Safety     | What do I know about drugs | Smoking              | Emergency Aid             | Alcohol                     |
| Piece 4 | Sweet Dreams                | Medicine Safety   | Healthy Eating      | Being Safe                 | Alcohol              | Body Image                | Emergency Aid               |
| Piece 5 | Keeping Clean               | Road Safety       | Healthy Eating      | Being safe at home         | Healthy Friendships  | My Relationship with Food | Emotional and Mental Health |
| Piece 6 | Stranger Danger             | Happy, Healthy Me | The Healthy Me Cafe | My Amazing body            | Celebrating My Inner | Healthy Me                | Managing Stress             |

### Module 5 – Relationships

|         | Early Years  | Year 1                               | Year 2                                    | Year 3                              | Year 4  | Year 5                       | Year 6                              |
|---------|--|--------------------------------------|---|-------------------------------------|---|------------------------------|-------------------------------------|
| Piece 1 | My Family and Me   | Families                             | Families                                  | Family Roles and Responsibilities   | Relationship Web                                      | Recognising Me               | My Relationship Web                 |
| Piece 2 | Make Friends, Make Friends, Never Ever Break Friends. (Part 1) | Making Friends                       | Keeping Safe – Exploring Physical Contact | Friendship                          | Love and Loss   | Getting on and Falling out   | Love and Loss (Part 1)              |
| Piece 3 | Make Friends, Make Friends, Never Ever Break Friends. (Part 2) | Greetings                            | Friends and Conflict                      | Keeping Myself Safe                 | Memories  | Girlfriends and Boyfriends   | Love and Loss (Part 2)              |
| Piece 4 | Falling Out and Bullying (Part 1)                              | People who help us                   | Secrets                                   | Being a Global Citizen (part 1)     | Are Animals Special?                                  | Girlfriends and Boyfriends   | Power and Control                   |
| Piece 5 | Falling Out and Bullying (Part 2)                              | Being My own Best Friend             | Trust and Appreciation                    | Being a Global Citizen (Part 2)     | Special Pets  | Relationships and Technology | Being Safe with Technology (Part 1) |
| Piece 6 | Being the Best Friend we can be                                | Celebrating My Special Relationships | Celebrating My Special Relationship       | Celebrating My Web of Relationships | Celebrating My Relationships with animals and people. | Relationships and Technology | Being Safe with Technology (Part 2) |

Module 6 – Changing Me

|         | Early Years        | Year 1                | Year 2                   | Year 3               | Year 4             | Year 5                  | Year 6                          |
|---------|--------------------|-----------------------|--------------------------|----------------------|--------------------|-------------------------|---------------------------------|
| Piece 1 | My body            | Life Cycles           | Life Cycles in Nature    | How Babies Grow      | Unique Me          | Self and Body Image     | My Self Image                   |
| Piece 2 | Respecting my body | Changing Me           | Growing for Young to Old | Babies               | Having a Baby      | Puberty for Girls       | Puberty                         |
| Piece 3 | Growing up         | My Changing Body      | The Changing Me          | Outside Body Changes | Girls and Puberty  | Puberty for Boys        | Girl talk / Boy talk            |
| Piece 4 | Growth and change  | Boys and Girls Bodies | Boys and Girls Bodies    | Inside Body changes  | Circles and Change | Conception              | Babies Contraception to Birth   |
| Piece 5 | Fun and fears      | Learning and Growing  | Assertiveness            | Family Stereotypes   | Accepting Change   | Looking Ahead           | Attraction                      |
| Piece 6 | Fun and fears      | Coping with Changes   | Looking Ahead            | Looking ahead        | Looking Ahead      | Looking Ahead to Year 6 | Transition to secondary school' |
| '''     | Celebration        |                       |                          |                      |                    |                         |                                 |

Appendix 2: By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |



| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Caring friendships       | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  |
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>   |