



# Relationships & Sex Policy

**The status of the policy:** Approved

**Purpose:** The purpose of this policy is to outline how we teach Relationships & Sex curriculum across the school

**Consultation:** staff, governors and parents

**Links with other policies:**

- Whole school vision statement
- Equality of Opportunity Policy
- Inclusion Policy
- Assessment, Recording and Reporting Policy
- Behaviour & Anti Bullying

**Monitoring and evaluation:** this policy will be monitored and evaluated by the Well-Being Team leader annually.

**Date established by governing body:** November 2019

**Date for full implementation:** November 2019

**Date for review:** November 2020

## **Section 1 Introduction**

Our Mission statement:

At Birch Hill we believe Relationship & Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships and the teaching of sex, sexuality, sexual orientation and sexual health.

Research demonstrates that good, comprehensive Relationship & Sex education does not make young people more likely to become sexually active at a younger age.

### **In order to do this we:**

- Ensure that staff teaching PSHE (Personal, Social Health Education) education receive subject specific training and regular updates, including in the teaching of sensitive issues
- Ensure that the school delivers age-appropriate education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation
- Hold equal expectations of work in PSHE education to ensure it is commensurate with expectations of pupils' work in other subjects
- Improve the quality of leadership and management in PSHE Education by ensuring that subject leaders receive appropriate leadership training; designated time to meet with the PSHE team; and time to monitor and evaluate the quality of teaching and learning in PSHE education.

### **Supporting Documents:**

- Behaviour Management
- Alcohol/Drugs Policy
- Equal Opportunities
- Child Protection
- Sex and Relationship Education Guidance (DJEE 01 1 6/ 2000) (currently under review)
- Sex and Relationships Education (SRE) for the 21st Century PHSE
- Association and Sex Education Forum 2014)

### **Consultation with pupils;**

After consultations with pupils in small group representation of each year group these are some of the key points:

KS1 - Circle times work for children to help them feel they have a safe place to share their feelings and ask questions.

KS2 - Discussion times given to students during lessons as well as time in assemblies to reflect on their learning

What do children want from the Relationship & Sex policy?

Children felt that there should be more talk about LGBTQ+ and how different families are because they felt the more they people knew the more tolerance there would be and less misunderstandings would be in the world.

The younger children felt they would like more strategies to deal with feelings. (anxiety, fear, sadness, anger and happiness)

### **Consultation with parents;**

What do parents want from the relationship policy?

A group of parents attended a workshop and made contributions to this policy. They learned about what exactly is taught and in which year groups. There was an open dialogue that helped the parents to know and understand more about relationship education.

## **Section 2 Relationships & Sex Education in our school:**

### **Moral and Values Framework**

#### **Aims and Objectives for Relationships Education**

The aim of our Relationship & Sex Education is to provide pupils with age appropriate information, explore attitudes and values and develop skills in order to help them to make decisions about their health related behaviour in ways that cause no harm to them or others.

The objectives of Relationship & Sex Education is;

- To provide the age appropriate knowledge and skills to all pupils
- To raise pupils' self-esteem and confidence, especially in their relationships with others and within their families and the wider community;
- To help pupils understand sexual feelings and appropriate behaviour, so they can make informed life choices as they grow;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To help pupils understand that we are all equal regardless of sexual orientation, gender identity or transgender identity (Educate and Celebrate)
- To enable children and parents access to information and support including where to get support, how to get support and the language needed to support;
- To develop skills for a healthy and safe lifestyle

- To respect and care for their bodies
- To be prepared for changes of puberty and adulthood

### Section 3

#### The teaching programme for Relationship & Sex Education

#### Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children from this aspects of the curriculum.

#### National Curriculum Science

##### Key Stage 1

1. a) That animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) To recognise and compare the main external parts of the bodies of humans and reproduce.
  - b) That humans and animals can reproduce offspring and these grow into adults.
3. a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

##### Key Stage 2

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) About the main stages of the human life cycle-

Every child is entitled to receive Relationship & Sex Education regardless of ethnicity, gender, religion, age, culture, disability, sexual orientation, gender identity, language, special needs, and disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of 'Healthy relationships' Education at a level which is appropriate for their age and physical development with differentiated provision if required.

Current Issues that affect young people in the 21<sup>st</sup> Century\*:

- **Pornography-** Issues for students lay with body image, exploitation, photographs in advertising.
- **Internet-Social Media-** The issues are in health issues, phones, iPad, music videos, gaming -
- **LGBTQ+ and Gender Equality-**The issues are in self-identification supporting other children and family members to understand and to develop tolerance and understanding.
- **Body Image** - The issue being about self confidence in children and teaching them to be happy and healthy with themselves.
- **Consent-** The issue is for children to understand what a loving relationship is and how consent plays a role.

At Birch Hill Primary School we support the above issues by including these topics in our program.

- Manipulation of images – Is it real?
- Cyber bullying, grooming, text speak,
- different types of families and lifestyles
- Nutrition and diet
- What is the right kind of touch? Boundaries
- Hygiene and how disease spreads

Other areas of our relationships curriculum that are supported through circle times, assemblies, behaviour policy and PSHE include:

- Friendships
- Changing relationships
- Bullying
- Growing and Changing -Puberty
- People who help us
- The community and the wider world
- Health, Nutrition and Well Being

\*Issues identified by staff

### **The organisation of Relationship & Sex Education**

Relationship & Sex Education is delivered through science, RE, PSHE, Citizenship, English activities, and circle time and our Educate and Celebrate programme which taught across the whole curriculum. Relationship education is taught by classroom teachers and teaching assistants.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education.

These include use :

- video
- talks and discussion
- looking at case studies
- drama
- role-play
- anonymous question box
- drawing activities
- ranking activities
- sequencing activities
- small group work
- mind maps

Sex and Relationship Education is usually delivered in mixed sex groups however there may be occasions where single sex groups are more appropriate and relevant.

### **Dealing with Questions**

Clear parameters of what is appropriate and inappropriate will be established within the ground rules and personal questions will not be answered. Staff will operate a three level approach to answering questions.

- **Level 1:** If a child asks a question that relates to the syllabus for SRE for that year, it will be answered there and then in front of other children who may be present.
- **Level 2:** If a child asks a question that relates to the syllabus for SRE for the school but not for their year, the question will be answered privately away from the hearing of any other child.
- **Level 3:** If the child asks the question that is not covered by the syllabus for SRE in the school they will either be encouraged to ask their parent the question or if the staff member is willing to answer they may offer to get permission from the parent to answer the question on an individual basis away from the hearing of any other child.

Questions will be answered using simple, accurate and straightforward language. The answers given will always be honest but may not be, on occasion, everything there is to know. The age of the child will always be taken into consideration as will their level of maturity. It is generally good practice when asked a question to try and find out a little about why this question has arisen.

Any question that leads a staff member to suspect an inappropriate knowledge, curiosity or experience will be reported immediately to the Child Protection Officer.

### **Specific Issues:**

#### **Parental**

The school informs parents when aspects of the relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of relationship education, not included in the National Curriculum Science Orders, where alternative work would be set. By working in partnership with parents they recognise the importance of this aspect of their child's education.

#### **Child Protection / Confidentiality**

At Birch Hill Primary we are passionate about the safety of our pupils. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

For example:

- touching by anyone that leaves a child uncomfortable
- issues relating to contact through the internet
- displaying knowledge or beliefs that seem age inappropriate

The staff member will inform the Head Teacher in line with our Child Protection Policy procedures for child protection. A member of staff cannot promise confidentiality and should be clear with children they are working with that if concerns exist they may need to discuss further with a member of staff.

#### **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE

When appropriate, visitors such as the school nurse or specialist may be involved in the delivery of relationship education, particularly in Key Stage 2.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship education.

### **Friendships**

At Birch Hill develop children's knowledge of friendships through a variety of ways. We use assemblies that include Building Learning Power, Rights Respecting Schools and philosophies from Jenny Moseley to help the children develop a good sense of what is expected in a relationship. We discuss honesty, how you present yourself and how you should treat others. We discourage unkind language and harmful actions. We encourage children to discuss how they are feeling in circle times and how other people make them feel.

### **Modern Technology and Internet Safety**

In assemblies and in lessons we discuss appropriate use of tablets and phones. Internet safety is reviewed each year to ensure children are aware of the dangers as well as the benefits of modern technology. Lessons are delivered to cover information about online bullying apps and online gaming.

### **Lesbian Gay Bisexual Transgender Queer +**

At Birch Hill Primary we use gender inclusive and gender neutral language to promote gender equality. The correct terminology is used and is displayed on posters which are displayed around the school. The different types of families people have is discussed in lessons and assemblies. By the end of Key Stage 2 children will have discussed same sex relationships within the context of a loving, supportive relationship.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, governor and teacher with responsibility for relationship education. Lessons and a variety of assessments over all the year groups will be monitored throughout the year.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children's feedback. All teachers will be expected to carry out assessments. This is to monitor if class as a whole have met learning objectives.

The effectiveness of the Relationships & Sex programme will be evaluated by assessing children's learning and implementing change if required.

Any change will be reflected in the school prospectus.

Relationships & Sex education and programme issues will be included in the induction programme for all new members of staff.

### Curriculum Scheme of Work / Overview

<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Nursery			
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			