

# Greenfield Primary School

*'Everyone can grow in a Greenfield!'*



## Relationships and Sex Education Policy

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## 1. Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Greenfield, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- provide a consistent standard of relations, sex and health education across the school
- help pupils develop feelings of self-respect, confidence and empathy
- promote responsible behaviour
- create a positive culture of communication around issues of relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- give pupils an understanding of reproduction and sexual development
- ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum
- provide all pupils with knowledge, skills, and attitudes that will enable them to make
  - positive and healthy choices concerning relationships as they grow up and deal with
  - risk
- combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance stated that by the summer term 2021, all primary schools would be teaching Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

*“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”*

*“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure 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.”*

Should you wish to see the guidance from the government please

visit: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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

### 3. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

### 4. Curriculum

#### 4.1 Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Children will be encouraged to discuss any unanswered questions at home with parents/carers.

Primary sex education will focus on:

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

Key objectives of the statutory Relationships Education curriculum are outlined in Appendix 2.

## 5. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning ever occur.

### **Dealing with sensitive issues and difficult questions**

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The areas of learning referred to in Appendix 2 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. We also reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body has delegated the approval of this policy to the Curriculum Committee.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see Appendix 2).

The headteacher also:

- ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **6.3 Staff**

All staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- 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
- monitoring progress

Class teachers are responsible for teaching RSE at Greenfield.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

#### **6.4 Pupils**

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

#### **6.5 Parents**

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- will carry out our statutory duty to consult with parents and governors on the contents of this policy
- inform parents about the school's RSE policy and practice; this includes informing parents via Parentmail before beginning to teach a unit of RSE
- answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- keep a register of any pupils who are removed from lessons and distributed to all teachers

### **7. Parents' right to withdraw**

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements.

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.



Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 3 for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

## **8. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

## **9. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **10. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **11. Equality and Diversity**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

## **12. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the headteacher in the first instance. Parents can choose to follow the Greenfield Primary School complaints procedure if they feel things are not resolved.

## **13. Monitoring Arrangements**

The delivery of RSE is monitored by the PSHE leader and Senior Leadership Team through, for example, planning scrutinies, 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 the Governing Body annually. At every review, the policy will be approved by the Governing Body and the headteacher.

## 14. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- ensure that posters and displays use positive images and celebrate difference and diversity
- ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff
- provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- ensure that discriminatory behaviour is always challenged in any context.

## 15. Equal Opportunities

Greenfield Primary School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- examining and challenging gender stereotyping,
- celebrating difference and diversity
- ensuring a programme of Relationships Education that is relevant to all pupils.

## 16. Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equalities Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

## Appendix 1: RSE/PSHE Curriculum Map



	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Respecting Ourselves and Others	Safe Relationships	Families and Friendship	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
	<b>Additional PSHE for Autumn Term (assemblies, focus days/weeks)</b> September - Start of year expectations, online safety refreshers October – Black History Month, World Mental Health Day November - Odd Socks Day and Anti-Bullying Week, NSPCC PANTS for KS1 and Speak Out Stay Safe for KS2 (bi-annual) Road Safety Week, climate change, bonfire and firework safety, Remembrance, Children in Need			<b>Additional PSHE for Spring Term (assemblies, focus days/weeks)</b> January – resolutions/fresh starts February – Safer Internet Day, Sport Relief, Fairtrade Fortnight March – International Women’s Day, Comic Relief, World Water Day, Mother’s Day April – Earth Day, National Pet Month			<b>Additional PSHE for Summer Term (assemblies, focus days/weeks)</b> May- Walk to School Week, World Book Day, World Asthma Day June – World Environment Day, GRT month, Healthy Eating Week, National School Sport Week, Father’s Day, RSE Day July – International Friendship Day, Transition, Commonwealth Games		
Year 1/2 Cycle A	How <b>behaviour</b> affect others; being <b>polite</b> and respectful.	<b>Recognising</b> privacy; staying safe; seeking permission.	Roles of different people; Families; feeling cared for.	What rules are; caring for others’ needs; looking after the environment.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise, hygiene routines; sun safety.	<b>Recognising</b> what makes them unique and special feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
Year 1/2 Cycle B	<b>Recognising</b> things in common and differences; playing and working cooperatively; sharing opinions.	Managing secrets; resisting pressure and getting help; recognizing hurtful <b>behaviour</b> .	Making friends; feeling lonely and getting help.	Belonging to a group; roles and responsibilities; being the same and different in a community.	The internet in everyday life; online consent and information.	What money is; needs and wants; looking after money.	Why sleep is important, medicines and keeping teeth healthy; managing feelings and asking for help.	Growing older; naming body parts; moving class or year group.	Safety in different environments; risk and safety at home; emergencies.

Year 3/4 Cycle A	Recognising respectful behaviour; the importance of self-respect, courtesy and being polite.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	What makes a family; features of family life.	The value of rules and laws; rights, freedoms and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.
Year 3/4 Cycle B	Respecting differences and similarities; discussing difference sensitively.	Responding to hurtful behaviour; managing confidentiality ; recognizing online risks.	Positive friendships, including online.	What makes a community; shared responsibilities.	How data is shared and used.	Making decisions about money; using and keeping money	Maintaining a balanced lifestyle; oral hygiene and dental care.	Physical and emotional changes in puberty; external genitals; personal hygiene routines; support with puberty.	Medicines and household products; drugs common to everyday life.
Year 5/6 Cycle A	Responding respectfully to a wide range of people; recognizing prejudice and discrimination.	Physical contact and feeling safe.	Managing friendships and peer influence.	Protecting the environment; compassion towards others.	How information online is targeted; different media types, their role and impact.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Personal identity; recognizing individuality and different qualities; mental wellbeing.	Keeping safe in different situations, including responding to emergencies, first aid and FGM.
Year 5/6 Cycle B	Expressing opinions and respecting other points of view, including discussing topical issues.	Recognising and managing pressure; consent in different situations.	Attraction to others; romantic relationships; civil partnership and marriage.	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risks.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Human reproduction and birth; increasing independence; managing transition.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

## 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>
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>

TOPIC	PUPILS SHOULD KNOW
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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	