



## **SOUTH AVENUE PRIMARY SCHOOL**

### **Relationships and Sex Education Policy**

#### **Definition**

RSE is part of lifelong learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

**RSE is not about the promotion of sexual activity.**

#### **RSE and the Law**

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: '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' The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017.

#### **Parents' right to withdrawal**

As parents you have the right to request that your child be withdrawn from some or all of sex education unless it forms part of the science national curriculum. Before making a decision, please look at the lesson outlines and request to view the materials. Teaching RSE with Confidence in Primary Schools has been mapped to the science curriculum, Relationships Education and Health Education guidance. Some lessons, mainly in year 6, contain elements of age appropriate sex education that are non-statutory (for example, how a baby is conceived) which parents/carers can withdraw their children from.

## Delivery of RSE

Our RSE scheme of work, Christopher Winters Project: Teaching SRE with confidence, is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. This 5th edition has been updated to meet the requirements of Statutory Guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019. This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include links to stimulating teaching and white board materials.

Below is a table that shows the curriculum links to statutory guidance.

<b>Area of Relationships Education</b>	<b>Suggested outcomes</b>	<b>Coverage</b>
<b>Families and people who care for me</b>	<p>Pupils should know</p> <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>	Year 1 Year 3 Year 6
<b>Caring friendships</b>	<p>Pupils should know</p> <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>	Reception Year 1 Year 3 Year 4 Year 6

<b>Respectful relationships</b>	<p>Pupils should know</p> <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>	Reception Year 1 Year 2 Year 3 Year 4 Year 6
<b>Online relationships</b>	<p>Pupils should know</p> <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>	Year 4 Year 6
<b>Being safe</b>	<p>Pupils should know</p> <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> </ul>	Year 1 Year 3 Year 6

	<ul style="list-style-type: none"> <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>	
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>Year 1 Year 4 Year 5 Year 6</p>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>Year 4 Year 5 Year 6</p>

# CWP Curriculum Overview

- reception
- year 1
- year 2
- year 3
- year 4
- year 5
- year 6
- Additional

**Reception**  
**Family and Friendship**

- Lesson 1: **Caring Friendships**
- Lesson 2: **Being Kind**
- Lesson 3: **Families**

**Year 1**  
**Growing and Caring For Ourselves**

- Lesson 1: **Different Friends**
- Lesson 2: **Growing & Changing**
- Lesson 3: **Families & Care**

**Year 2**  
**Differences**

- Lesson 1: **Differences**
- Lesson 2: **Male & Female Animals**
- Lesson 3: **Naming Body Parts**

**Year 3**  
**Valuing Difference and Keeping Safe**

- Lesson 1: **Body Differences**
- Lesson 2: **Personal Space**
- Lesson 3: **Help and Support**

**Year 4**  
**Growing Up**

- Lesson 1: **Changes**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Healthy Relationships**

**Year 5**  
**Puberty**

- Lesson 1: **Talking about Puberty**
- Lesson 2: **The Reproductive System**
- Lesson 3: **Help and Support**

**Year 6**  
**Puberty, Relationships & Reproduction**

- Lesson 1: **Puberty & Reproduction**
- Lesson 2: **Communication in Relationships**
- Lesson 3: **Families, Conception & Pregnancy**
- Lesson 4: **Online Relationships**

**Additional Folder Year 5/6**

- Unit 1: FGM**
- Unit 2: Respect and Equality**

## **Teaching and Learning**

All teachers will have responsibility for planning and delivering RSE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

## **Assessing Learning**

Teachers may use the following ways of assessment when teaching SRE:

- Pupil questions
- Class discussions
- Worksheets
- Quizzes
- Mind Maps
- Self-evaluations