



Sheldwich Primary School

Relationships and Sex Education Policy

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010, PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical developments of pupils at the school and of society, and
- Prepares pupils at the school for their opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex and Health Education at secondary, statutory subjects. The DfE Guidance on Relationship, Health and Sex Education of governing bodies can be seen here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Definition of Relationship and Sex Education

Since September 2020, Relationships Education is compulsory for all primary schools as set out in DfE Guidance (2021). For all schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for Primary Health Education.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... 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 the knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE 2021, para 67).

Aims

We aim to teach the children about:

- 1) Looking after their bodies (health and hygiene).
- 2) The importance of family life.
- 3) Relationship issues.
- 4) Respect for their own and others bodies.
- 5) How to recognise unsafe situations, how to protect themselves and how to seek support if they have any worries about relationship issues.
- 6) Puberty (Years 5 & 6) - the physical and sexual development of their bodies as they grow into adults.

Psychological Aspects of Relationships

Relationships Education within our school's curriculum strives to empower pupils with the skills and knowledge to make considered choices. Through the **taught** and **hidden** (staff interactions with each other, parents and pupils) Relationships curriculum, pupils learn how commitment, responsibility, respect, love (for oneself and others) kindness, tolerance, forgiveness and humour (relationships can be serious but should be fun at times) are inter-woven. This provides a positive environment and strong foundations for mutually symbiotic relationships to be built upon, thriving and flourishing in good times, persevering in bad times. With a 'whole school' approach to 'well-being' pupils will develop resilience and understanding.

Delivery

At Sheldwich we carry out the main Relationships Education curriculum in PSHE lessons; however, we also teach Relationships Education through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Relationships Education 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. All staff understand they have a responsibility to implement this policy and promote the aims of the school.

Knowledge is appropriately layered within the Early Years Foundation Stage and Science curriculum, for example: Pupils learn about life cycles through watching chicks hatch and observing caterpillars change into butterflies. Please see termly 'Curriculum Maps' on the class pages of the website.

Relationships and the National Curriculum

The whole school uses the spiral SCARF- (Safety, Caring, Achievement, Resilience, Friendship) curriculum devised by Corman Life Education Charity offering a comprehensive PSHE, Citizenship & Relationships Scheme of Work, focusing on a specific area each term as an anchor for all learning within PSHE/ Relationships:

Valuing Difference,
Me and My Relationships,
Keeping Safe,
Rights and Respect,
Being My Best,
Growing and Changing.

However, as a school the content for each lesson is reviewed to ensure that Sheldwich provides a bespoke appropriate curriculum tailored to the stage not age of our pupils.

In addition to this we fully appreciate and acknowledge that many other elements of Relationship Education are found within: Science, English and Religious Education as well as other foundation subjects.

PSHE & Citizenships (refer to policy document on website)

Equal Opportunities (refer to policy document on website)

Health and Safety (refer to policy document on website)

Child Protection (refer to policy document on website)

Complaints (refer to policy document on website)

Internet Access and E-Safety (refer to policy document on website)

Relationships through SCARF /Circle Time /Collective Worship

Circle Time is a valuable opportunity to develop an understanding of the complexity of 'relationships' developing an appreciation of what life is like for others (being in someone else's shoes). It allows a secure and positive environment for children to discuss, listen and reflect on issues as they arise or those planned to develop through direct teaching.

It provides a strategy for developing self-esteem, team working, social responsibility, problem solving and positive behaviour. Children leave confident to handle positively the demands and problems of daily life.

The sessions are used for a range of purposes including those below:

- Problem solving including negotiation and decision making
- An anti-bullying tool
- A method of introducing school and classroom rules and consistent standards of behaviour
- A way of raising concerns
- A forum for innovation and ideas
- A method of expressing genuine feelings
- An opportunity to promote speaking and listening skills.

Children are encouraged to contribute but all understand that they do not have to if they do not want to.

Circle Time is vital in providing children with opportunities to recognise that others may have a point of view which is still valid whilst being different from their own.

Teaching Methods

A mixture of teaching methods will be used; group work, class work, discussion, circle-time, visitors, outside experts and role play across the whole curriculum ensures that children experience PSHE and learning through Citizenship effectively. Little Hedgehogs Pre-School utilises a 'coping wheel' within their environment to support the children in developing self-regulation skills.

Staffing

Initially, the class teacher will be responsible for the lesson content but, within the overall ethos of the school all members of staff have equal responsibility on the playground, during lunchtimes or after school clubs. The Relationships Education coordinator is responsible for ordering materials, arranging INSET courses in collaboration with senior management, advising staff and co-ordinating resources.

Relationships – How do we involve this in our day to day school life?

- positive interactions with peers in PE and sport
- a positive behaviour policy
- focused circle/PSHE and Citizenship opportunities
- school/class newsletters
- parent/child/teacher consultation meetings
- residential/day trips
- involvement in PTA social trips and events
- visitors e.g. fire fighters, police, artists, actors etc. to school
- involvement with children from other schools
- celebration assemblies
- development of the school environment through curriculum events
- involvement of the children in running stalls at the school fetes, handling money, fund raising and organising class/school events.
- the school values displayed in each classroom and around the school.

Review

The Relationships Education coordinator will monitor planning, classroom teaching and capture child's voice as appropriate. This policy will be reviewed bi-annually.

Resources

Resources are identified by the subject lead and teachers. Priorities for INSET and training are identified by the coordinator/SLT and they will be included in the School Plan.

Parents as Partners

This policy has been created and reviewed in partnership with parents and trustees.

This policy has been reviewed in line with the Single Equality Scheme and may have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that may exist.

Confidentiality

An outside agency (in the presence of school staff) delivers sex education in the summer term to Year 5 & 6 pupils. Permission is sought from parents prior to its delivery. This lesson is conducted in a sensitive manner and in complete confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it confidentially following the school's safeguarding procedures, as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they have been the victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If teachers have concerns, they will draw these to the attention of the Headteacher / Designated Safeguarding Leads (Mrs Lay, Mrs Garrett and Mrs Ashmore) who will then deal with the matter in consultation with health care professionals.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.

It is also the Headteacher's responsibility to ensure members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of school policy and that they work within this framework.

Parents right to withdraw pupils from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education.

Reviewed: February 24
To be reviewed: February 26