

# **EARLSMEAD PRIMARY SCHOOL**

## **Relationship and Sex Education Policy**



**SUCCESS *for* ALL**

|                              |                     |
|------------------------------|---------------------|
| <b>Written by</b>            | <b>Claire Hill</b>  |
| <b>Ratified by Governors</b> | <b>October 2022</b> |
| <b>Date for Review</b>       | <b>October 2023</b> |
| <b>Headteacher</b>           | <b>B. Graham</b>    |

## MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

## OUR VISION

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

*Securing resilience*

*Understanding values and respecting others*

*Committing to our learning*

*Community involvement*

*Equality for all*

*Striving to do our very best*

*Setting high expectations*

### Aims

The aims of Relationship and Sex Education (RSE) at Earlsmead are to:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### Statutory Requirements

From September 2020 (delayed to Summer 2021), Relationship Education and Health Education is compulsory in all primary schools. We feel it is an important part of safeguarding our pupils and preparing them for their future.

We have also chosen to teach health and relationship aspects but not the non-statutory aspects of Sex Education.

## Policy Development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

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

## Delivery of RSE

We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner so they are fully informed and do not seek answers online.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. RSE must always be taught by the class teacher or a trained health professional.

At Earlsmead the RSE curriculum is entwined in the PSHE curriculum using the 'SCARF' adopted curriculum. SCARF stands for:

- Safety
- Caring
- Achievement
- Resilience
- Friendship

The SCARF programme fulfils all statutory requirements for Relationships and Health Education.

<https://www.coramlifeeducation.org.uk/scarf>

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 (health aspects) will focus on:

- Preparing boys and girls for the changes that adolescence brings (puberty).

This area of learning is 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, LGBTQ+ 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 (e.g. looked after children or young carers).

### **Roles and Responsibilities**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing parental concerns around the content. This responsibility may be delegated to an appropriate lead teacher.

Teachers are responsible for:

- Delivering the curriculum in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- responding appropriately to parents with concerns about the curriculum

Teachers should:

- be clear on the content of the SCARF scheme and know when RSE content will be taught
- seek support of PSHE subject leader if necessary
- ensure all pupils receive curriculum overviews

- ask parents who have concerns about their child taking part in Health and Relationships to contact the Head Teacher to talk their concerns through before any final decisions are made
- wherever possible, teach boys and girls separately and if possible for boys to be taught by a male teacher

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 and can be supported by the PSHE subject leader.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Ground rules are used in lessons to ensure this happens.

### **Parents Right to Withdraw (be excused)**

Parents have the right to withdraw their children from Sex Education (except when it forms part of the National Curriculum Science) but not Health or Relationship Education.

However, as we have chosen not to teach the non-statutory Sex education elements, **parents cannot withdraw their children**. To ensure that the wish to withdraw or concerns about the curriculum are not caused through misunderstanding, the PSHE curriculum overviews will be sent to parents at the beginning of the year and are on the website. We are also happy to meet with parents to explain this policy and the curriculum upon request.

### **Monitoring**

The delivery of RSE is monitored by the PSHE coordinator through learning walks and planning and work scrutiny. Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the PSHE coordinator every two years. At every review, the policy will be approved by the Headteacher and the Governing Body.

### **Safeguarding**

Due to the sometimes sensitive nature of the topics in PSHE and RSE, staff will report any concerns about pupils following the steps laid out in the Safeguarding policy.

| Year/Half-termly unit titles | 1<br>Me and my Relationships                                                                                          | 2<br>Valuing Difference                                                                                                                                      | 3<br>Keeping Safe                                                                                                      | 4<br>Rights and Respect                                                                                                                            | 5<br>Being my Best                                                                                                | 6<br>Growing and Changing                                                                           |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>EYFS</b>                  | What makes me special<br>People close to me<br>Getting help                                                           | Similarities and difference<br>Celebrating difference<br>Showing kindness                                                                                    | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe                                    | Looking after things: friends, environment, money                                                                                                  | Keeping by body healthy – food, exercise, sleep<br>Growth Mindset                                                 | Cycles<br>Life stages<br>Girls and boys – similarities and difference                               |
| <b>Y1</b>                    | Feelings<br>Getting help<br>Classroom rules<br>Special people<br>Being a good friend                                  | Recognising, valuing and celebrating difference<br>Developing respect and accepting others<br>Bullying and getting help                                      | How our feelings can keep us safe – including online safety<br>Safe and unsafe touches<br>Medicine Safety<br>Sleep     | Taking care of things:<br>Myself<br>My money<br>My environment                                                                                     | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation                                             | Getting help<br>Becoming independent<br>My body parts<br>Taking care of self and others             |
| <b>Y2</b>                    | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation            | Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening Skills                                                            | Safe and unsafe secrets<br>Appropriate touch<br>Medicine safety                                                        | Cooperation<br>Self-regulation<br>Online safety<br>Looking after money – saving and spending                                                       | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                               | Life cycles<br>Dealing with loss<br>Being supportive<br>Growing and changing<br>Privacy             |
| <b>Y3</b>                    | Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss         | Recognising and respecting diversity<br>Being respectful and tolerant<br>My community                                                                        | Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                                | Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money                             | Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                     | Relationships<br>Changing bodies and puberty<br>Keeping safe<br>Safe and unsafe secrets             |
| <b>Y4</b>                    | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills                                        | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes                            | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences<br>Online safety        | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money                     | Having choices and making decisions about my health<br>Taking care of my environment<br>My skills and interests   | Body changes during puberty<br>Managing difficult feelings<br>Relationships including marriage      |
| <b>Y5</b>                    | Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs | Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media                                           | Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | Rights, respect and duties relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending                         | Growing independence and taking ownership<br>Keeping myself healthy<br>Media awareness and safety<br>My community | Managing difficult feelings<br>Managing change<br>How my feelings help keeping safe<br>Getting help |
| <b>Y6</b>                    | Assertiveness<br>Cooperation<br>Safe/unsafe touches<br>Positive relationships                                         | Recognising and celebrating difference<br>Recognising and reflecting on prejudice-based bullying<br>Understanding Bystander behaviour<br>Gender stereotyping | Understanding emotional needs<br>Staying safe online<br>Drugs: norms and risks (including the law)                     | Understanding media bias, including social media<br>Caring: communities and the environment<br>Earning and saving money<br>Understanding democracy | Aspirations and goal setting<br>Managing risk<br>Looking after my mental health                                   | Coping with changes<br>Keeping safe<br>Body image<br>Self-esteem                                    |