



# **Palmers Cross Relationships & Sex Education Policy**

**Reviewed: January 2020**  
**Next Review: September 2020**

# **Subject leader: Charlotte Hancock**

## **Head of school: Sunita Richards**

### **Palmers Cross Primary School** **Relationships and Sex Education Policy**

**Member(s) of staff responsible:** Charlotte Hancock

#### **Background Information**

Palmers Cross Primary School is a small, friendly primary with around 200 pupils on roll aged between 3 and 11 years old. In 2016, the school became an academy and part of Elston Hall MAT. The school serves an area of the community with some degree of deprivation. Approximately half of the pupils are White British. Approximately one fifth of pupils speak English as an additional language and the proportion of disadvantaged pupils is above the national average. The school has a speech and language resource base with capacity for ten pupils with complex needs therefore the proportion of pupils at the school with SEND is above the national average.

In February 2019, Ofsted rated Palmers Cross 'Good'. Ofsted found that "everyone knows what to do to keep pupils safe" and "the school is a highly supportive community where pupils are encouraged to do their best and be proud of their achievements."

This policy was developed by the school's PSHE Subject Leader through consultation with PSHE leaders from the three other schools within the Trust, governors and staff members. All views were taken into account when developing this policy and the Relationships Education programme.

#### **Policy Statement**

Relationships & Sex Education is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

#### **Relationships & Sex Education Definition**

At primary phase, Relationships & Sex Education has 3 main elements: (adapted from DfE, Sex & Relationship Guidance 2000)

##### **1. Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations;

- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making.

## **2. Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

## **3. Knowledge and Understanding**

- Learning and understanding physical development at appropriate ages;
- Understanding human sexuality, reproduction, emotions and relationships.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of Relationships & Sex Education provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

As the policy was being developed in 2010, primary curriculum was currently undergoing a significant overhaul and the Rose Review had a major influence on the policy content. Since then a new government has come into power and a new primary curriculum has been implemented. Until this is statutory, we have taken the decision to continue to use previous guidance. The Rose Review, (Understanding Physical Development, Health and Wellbeing: Breadth of Learning: 3c) states that:

- Children should learn about the physical and emotional changes that take place as they grow;
- They learn about relationships and sex within the context of caring and stable relationships;
- They should learn how to make decisions that promote and sustain better physical, mental and emotional health;
- They should learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others.

(This includes making judgements about the appropriateness of sex and relationships education in relation to the age and maturity of learners.)

### **Related policies**

Other related policies and documents include the PSHE policy, Medicines in School Policy, Online safety policy, Behaviour policy, Health and safety policy, Anti-bullying policy, Drug education policy and SEND policy.

### **Aims and Objectives of the policy**

This policy is a working document, which provides guidance and information on all aspects of Relationships & Sex Education in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### **Moral and Values Framework**

The Relationships & Sex Education programme at Palmers Cross Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach age-appropriate sex education in the belief that:

- Relationship education should be taught in the context of a loving, caring and stable relationship
- Relationship education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

### **Equal Opportunities Statement**

The school is committed to the provision of age-appropriate Relationships & Sex Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

## **Aims and objectives of our Relationships & Sex Education programme**

The aim of Relationships & Sex Education is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

### **Curriculum overview**

Our programme aims help prepare our children for adult life and to provide age-appropriate information or pupils so that they can:

#### **Key Stage 1**

- Learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.
- Raise self-esteem and confidence, especially in their relationships with others
- Learn to respect and care for their bodies
- Learn to identify their emotions and those of others

#### **Key Stage 2**

- Provide the knowledge and information to which all children & young people are entitled to
- Develop the skills they need to lead a healthy safe lifestyle
- Help children & young people make informed choices, to develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities
- Develop the ability to form positive, non-exploitative relationships
- Learn to respect and care for their bodies
- Understand their emotional and physical development
- Learn to identify their emotions and those of others
- Learn how to ask for help and access information, advice and support from services
- Inform children & young people about how to access further information and support
- Understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers
- To have the confidence and self-esteem to value themselves and have empathy and respect for individuals
- Generate a supportive atmosphere where age appropriate questions can be asked and answered openly (within the school's guidelines for confidentiality and safeguarding) and trust and confidentiality are ensured.
- Be aware of the personal, psychological, emotional and physical changes in themselves and in others
- Acquire information about relationships, puberty, conception

- Be prepared for puberty and adulthood
- Understand the processes of human reproduction

### **Organisation**

Relationships & Sex Education (RSE) is co-ordinated by Miss C Hancock and is taught within the PSHE programme through Key Stages 1 and 2. The school uses the local Growing Up & Relationships lesson plans and resources. (Overview of lessons can be found in the appendix) Biological aspects of RSE are taught within the Science Curriculum and some moral aspects are taught within RE.

RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. A range of teaching methods which involve pupil's full participation are used to teach relationship and sex education. These include use of small group work, circle time, the media, DVDs, discussions, case studies/scenarios, drama and role-play, ground rules, question boxes, quizzes and mind mapping.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse.

Elements of RSE in the science curriculum are assessed formally. Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which are used by the subject leader to inform future planning.

Palmers Cross believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective lessons as required.

### **Specific Issues within RSE**

#### **Withdrawal from Sex Education**

Parents/carers have the right to withdraw their children from all or part of the sex education provided at school except for those parts included in statutory National Curriculum Science. At the beginning of summer term, all parents will receive a letter informing them of their children's forthcoming RSE lessons. Those parents/carers wishing to exercise their right to withdraw their children from lessons are invited in to see the PSHE Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. If parents still wish to withdraw their child from Sex Education lessons, then suitable alternative arrangements will be made for pupils during relevant lessons. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. 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 a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (Mrs Richards, Head of School).

### **Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, 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.

### **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

### **Sexual Identity and Sexual Orientation**

Palmers Cross believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly, sensitively, and in an age-appropriate way with sexual orientation, answer appropriate questions and offer support if needed. We do not use sex education as a means of promoting any form of sexual orientation.

### **Dissemination & development**

All staff members and governors receive a copy of the RSE policy. Training is delivered regularly to staff on the policy content. Copies are available from the school office on request from parents.

The PSHE subject leader will facilitate the gathering of policy feedback from parents, staff and pupils every two years in order to support the review and development of RSE provision.

## **Appendix**

### Overview of lessons

Lessons plans for lessons can be found in the PSHE Curriculum folder on the Staff Shared Area or Staff Platform.

<b><u>Year 1</u></b>		<b><u>Year 2</u></b>	
Lesson 1 – People who are important to me Lesson 2 – Families and care Lesson 3 – Special people Lesson 4 – Similarities and differences Lesson 5 – How we change Lesson 6 - Personal hygiene		Lesson 1 – Feelings Lesson 2 – Being loved and cared for Lesson 3 – Differences Lesson 4 – Male and female Lesson 5 – Naming body parts Lesson 6 – Asking for help	
<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
Lesson 1 - Self esteem Lesson 2 - Differences and similarities Lesson 3 - Family differences Lesson 4 - Friendship Lesson 5 - Safety Influences Lesson 6 - Personal hygiene	Lesson 1 - Changes Lesson 2 - Life-cycle and boy changes Lesson 3 - What is puberty? Lesson 4 - Puberty and hygiene Lesson 5 - Personal safety and touch Lesson 6 - Periods - girls only (Taught by the School Nurse)	Lesson 1 - What is puberty? Lesson 2 - Puberty for girls - Puberty for boys (Taught by the School Nurse) Lesson 3 - Puberty and hygiene Lesson 4 - Social changes during puberty Lesson 5 - Relationships Lesson 6 - Internet safety Lesson 7 - Support networks	Lesson 1 - Puberty changes (Taught by the School Nurse) Lesson 2 - Puberty changes Lesson 3 - Relationships Lesson 4 - Reproduction and conception (Taught by the School Nurse) Lesson 5 – How babies are born (Taught by the School Nurse) Lesson 6 - Safe relationships Lesson 7 - Internet safety