



Edleston Primary School
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Relationships Education, Relationships and Sex Education and Health Policy

1. Aims

The aims of relationships and sex education (RSE) at our school 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, resilience and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Teach pupils about healthy relationships, including strong and stable relationships within a family
- › To help pupils to accept differences
- › To improve mental health
- › To teach children the meaning of consent

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 and follow the Relationships Education, Relationships and Sex Education and Health Education document.

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

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff and GB consultation – A working party of some school staff and Governors met to devise the policy.
3. Staff, Governors and parents were given the opportunity to read the policy and make recommendations

4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy [including Governors]
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition and Curriculum

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is also about learning what respectful behaviour looks like, about body confidence and self esteem, about understanding the meaning of consent and about a policy of no tolerance of verbal abuse.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

The science curriculum covers subjects such as life cycles, reproduction. In addition to this we cover the following topics in each year group;

Reception; **Making relationships**

Y1; **Growing and caring for ourselves.** Topics are keeping clean, growing and Changing and families and Care.

Y2; **Differences.** Topics are differences between boys and girls, differences between males and females and naming the body parts.

Y3 **Valuing differences and keeping safe.** Topics are a continuation of differences between males and females, personal space and family differences.

Y4 **Growing up.** Topics are growing and changing, body changes and reproduction and what is puberty?

Y5 **Puberty.** Topics are talking about puberty, male and female changes and puberty and hygiene

Y6 **Puberty and reproduction.** Topics are puberty and reproduction, relationships and reproduction and conception and pregnancy.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions some of which are delivered by a trained health professional [this is usually only Y6.]

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me, including the make up of different families

- › Caring friendships
- › Respectful relationships [this includes peer to peer abuse]
- › Online relationships
- › Being safe
- › Acceptance of others
- › Strong and stable relationships within a family
- › Accepting differences
- › Being able to talk about how you are feeling

We use KIVA at KS2 to teach children about what bullying is and how to make positive relationships.

We use Purple Mash across the school [an online tool] to teach the children about online safety and how to keep safe online.

We use Commando Joe to teach the children about qualities such as resilience, team work and perseverance.

We teach the children about British values, through lessons in class and through assemblies.

We encourage children to be active, to improve fitness levels and mental health. This is done through activities such as the Golden Mile, forest school activities and sporting competitions.

Our lead behaviour professional runs groups to improve self-esteem, to help children make the right choices, to help children control their emotions and talk about their emotions. These are all linked to improving mental health.

We consider the needs of all pupils, including those with special educational needs and those with English as a second language.

We teach children how to report concerns in school and signpost them to support they can access out of school [ie childline]. We also inform parents of the need to contact school if they have a concern.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

These areas of learning 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) along with reflecting sensitively that some children may

have a different structure of support around them (for example: looked after children or young carers).

6. Roles and responsibilities

The governing board

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

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/non-science components of sex education within RSE.

Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Planning lessons which build on prior learning and take account of the needs of the children.
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of sex education within RSE.

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. All teaching staff are expected to teach the RSE curriculum if required to do so.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as applicable and relevant to their Year Group as in 4. above.

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. However parents have the right to withdraw their children from the additional non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE and use schemes of work to help their teaching. We have support from outside agencies such as the school nurse, NSPCC and our PCSO.

The headteacher 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. Monitoring arrangements

The delivery of RSE is monitored by Mrs Spry [PSHE lead] through:

Learning walks, discussions with pupils, work scrutinies etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Governing Body, in the autumn term.

Appendix 1: 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"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: 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. To be completed by the headteacher after discussions with the parents.			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
How will alternative lessons be organized by the school	