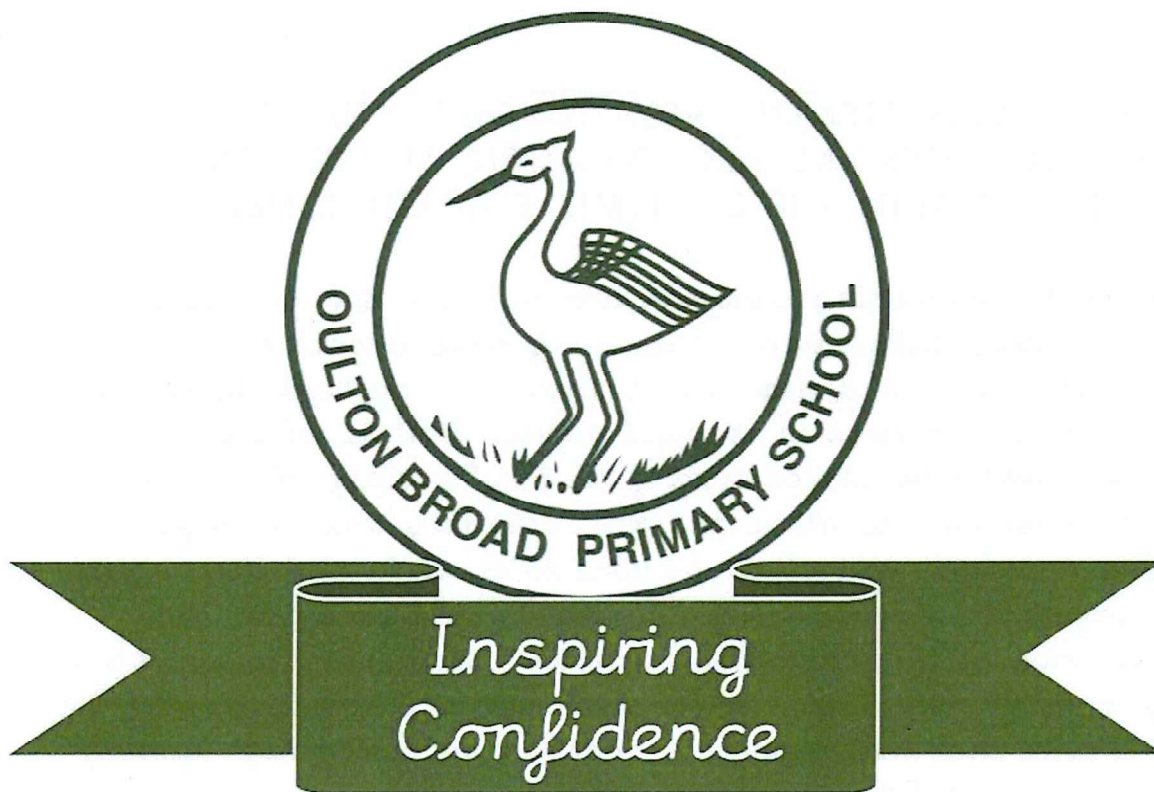




OULTON BROAD PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

CHAIR OF GOVERNORS:	
HEADTEACHER:	
MINUTED:	
DATE OF NEXT REVIEW:	

Version	Author	Date	Change Details
1.0	J White		

DFE POLICY STATEMENT: RELATIONSHIPS EDUCATION,
RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL,
SOCIAL, HEALTH AND ECONOMIC EDUCATION. March 2017

Given the increasing concerns around child sexual abuse and sexual exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment now places a duty on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory, and the guidance that will support schools in delivering high quality Relationships Education and RSE.

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by SLT in consultation with all teaching staff, parents and governors. This policy is available to parents by request from the school office.

We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but as part of a carefully planned element of Personal, Social, Health and Economic Education (PSHE). Effective RSE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

Intention

At Oulton Broad Primary School, we recognise that puberty can be a difficult time for some children. We seek to arm children with the knowledge they need in order to understand the emotional and physical changes that are beginning to happen to them, so that they may grow to feel confident in their own skin. In order to make sense of these changes, we believe it is important that children

understand the link between puberty, sexual intercourse and conception.

We aim to provide a sensitive, age-appropriate relationships and sex education curriculum, delivered by highly-skilled teaching staff, which enables pupils to understand how a baby is conceived. We will always seek to answer age-appropriate questions honestly, ensuring discussions maintain the privacy of both pupils and staff. Furthermore, in line with the statutory relationships curriculum, by the end of primary school pupils will have an awareness that some adults choose to enter into a sexual relationship as a sign of their love, care and commitment for one another.

With the internet and social media at pupils' fingertips, we believe it is important that pupils are given responsible, accurate and age-appropriate information about sexual relationships, so that they may have the knowledge, understanding and vocabulary needed to report concerns or abuse about themselves or others.

Our curriculum is not designed to promote or encourage sexual activity of any kind; our intention is for pupils to gain a basic awareness of the rights and responsibilities involved in a sexual relationship so that they may keep themselves and others safe, and are prepared for life as a teenager in modern Britain.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances, for example: their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and the wider community. We ensure that all young people have equal access to our RSE programme.

Home-School Links and Communication

At OBPS, we are well aware that the primary role in children's sex education lies with parents and carers. We wish to build a

positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in our school;
- encourage parents to be involved in reviewing the school policy and making modifications to it if necessary;
- inform parents about the best practice known with regard to RSE, so that teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their bodies and their increasing responsibilities.

Our RSE curriculum encompasses statutory relationships education, statutory sex education specified in the National Curriculum for Science and non-statutory sex education. Parents have a right to withdraw their child from all or part of the sex education programme that we teach at our school, with the exception of the biological aspect of reproduction covered in the statutory science curriculum. Parents do not have the right to withdraw their child from any aspect of the relationships programme. For clarity, we have separated our relationships and sex education programmes, so parents can clearly see to which elements of the curriculum their right to withdraw applies.

If a parent wishes their child to be withdrawn from sex education lessons, they should make this request in writing to the Headteacher, making it clear which aspect(s) of the programme they do not wish their child to participate in. The parent will then

be invited into school to discuss their request directly with the Headteacher.

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes covering the concept of, and legislation relating to, equality.

While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being a view that this is a 'topic' which can be covered in PSHE alone.

It is also very important to make links with the ICT/Computing curriculum. As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety, as well as their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information, and safe ways of sharing personal information, social networking, online dating and sharing images.

Equality

Governing bodies have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of its pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender may still be emerging. This means that relationships and sex education must be sensitive to the different needs of

individual pupils and may need to evolve and adapt over time as the pupil population changes.

As far as is appropriate, pupils with special educational needs and disabilities should follow the same PSHE programme as all other students. Careful consideration is given considering the level of differentiation needed, and in some cases the content or delivery will need to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

In RSE, we teach the children:

- The importance of family life, including an appreciation and respect for the different types of families pupils may encounter;
- Moral questions and relationship issues;
- The physical development of their bodies as they grow into adults and how humans reproduce;
- Respect for their own bodies and how a consensual, sexual relationship can lie at the heart of a committed, long-term and loving relationship for some people;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters, including possible abuse.

In RSE, teachers need to:

- Be open and honest in answering questions, as they are in other curriculum subjects;
- Answer pupils' questions factually in terms which are sensitive and age-appropriate;

- Provide materials and resources that are age appropriate and matched to pupils' level of understanding.
- Set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing sensitive issues.
Examples of such ground rules, may include:
 - No one (teacher or pupil) will have to answer an embarrassing or personal question.
 - Only the scientific and correct names for the body parts will be used.
 - Meanings of words will be explained in a sensible and factual way
- Use their knowledge, skill and discretion to establish an appropriate set of ground rules at the start of each session, which may differ according to the content to be covered.
- Establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- Consider, depending on the cohort, level of maturity and content, whether boys and girls should be taught separately for specific aspects of the programme.
- In the case of mixed-age classes, teachers will consider whether pupils should be grouped according to year group for specific aspects of the programme.
- Be aware of the school's safeguarding policy and be vigilant in reporting concerns of abuse.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and with 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. In such instances, or in the reporting of any other form of abuse, the school safeguarding procedure will be followed.

The Role of the Headteacher

It is the responsibility of the head teacher 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 head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy.

Relationships Education Scheme of Work

Early Years

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- The characteristics of healthy friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
- 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.
- The conventions of courtesy and manners.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.
- about dental health and the benefits of good oral hygiene, including visits to the dentist.

Key Stage 1

- That families are important for children growing up because they can give love, security and stability.
- 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 for them.
- 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.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, when needed.
- That in school and in wider society they can expect to be treated with respect, and that in turn they should show due respect to others, including those in positions of authority.
- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- That each person's body belongs to them.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.
- The characteristics and mental and physical benefits of an active lifestyle.
- About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- About immunisations.

Lower Key Stage 2

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and family members, the importance of spending time together and sharing each other's lives.
- That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- The importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different beliefs.
- 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.
- 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.
- 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.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- Where to get advice from, e.g. family/school and other sources.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- How to make a clear and efficient call to emergency services if necessary.

Upper Key Stage 2

- The importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- The differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter who they do not know.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the impact of relaxation, time spent with friends and family, and the benefits of hobbies and interests.
- That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 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 other's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- What constitutes a healthy diet (including understanding calories and nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and other behaviours, such as the impact of alcohol on diet or health).
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Sex Education Scheme of Work

Learning intentions	Key vocabulary
EYFS	
- To know that humans produce babies that grow into children and then into adults. - To consider the ways they have changed physically since they were born. - To begin to recognise the proper names for the external parts of the body. - To be able to describe some of the functions of some of the parts of the body. - PANTS	baby, child, adult, penis, vagina, different, similar, unique
KSI	
- To identify similarities and differences between themselves and the opposite gender. - To recognise and name, using the correct terminology, parts of the body and what those parts do. - That a baby grows in the uterus until it can be born. - Understand what personal space means and be able to identify types of touch that are acceptable and unacceptable to them. - Be able to identify sources of help in relation to their body and personal space. - Describe the early warning signs their body gives when they do not like being touched. - PANTS	ears, eyes, mouth, fingers, toes, hands, feet, arms, legs, penis, vagina, womb, pregnancy, uterus, gender, personal space, boundaries, touch, space, like, dislike, help, body, feelings, personal.
LKS2	

<u>Year 3</u> • To appreciate that over time, we change physically and emotionally. • To consider changes that can take place in our lives and those of others. • To appreciate that as we change we are able to do different things and take on different responsibilities. • Where to seek support if children are worried about changes in their lives or the lives of others. • PANTS	<u>Year 3</u> change, feelings, physical, emotional, responsibility, growing, changes, personal, emotions.
<u>Year 4</u> • To name the main male and female internal and external sexual reproductive parts, using the correct terminology. • To be aware that puberty occurs at different times for different people and be able to explain why. • To identify and describe the main physical and emotional changes that take place during puberty. • To be able to identify and understand how hygiene needs change during puberty. • PANTS	<u>Year 4</u> penis, vagina, menstruation, periods, sperm, ovary, egg, uterus, clitoris, puberty, breasts, testes, scrotum, testicles, sanitary towel, tampon, pubic hair, wet dream, semen, nocturnal ejaculation, involuntary erection.
UKS2	
<u>Year 5</u> • To make clear the link between changes at puberty, sexual intercourse and the start of a baby. • To be able to explain how conception occurs in humans. <u>Year 6</u>	midwife, doctor, obstetrician, birth, delivery, assisted birth, caesarean section, contraception, condom, sexual intercourse, sperm, egg, uterus,

• To understand that many people use contraception to control when they have children and how many children they have. • To be aware of the stages of development of a baby in the uterus. • How the female body prepares and changes for the developing baby, including: breasts, placenta, amniotic fluid, umbilical cord, need for rest, careful diet, dangers of smoking/drugs, etc. • To understand how a baby is born, including the medical care involved and the different types of deliveries. • To be able to discuss some of the responsibilities of parenthood. • How the different sexually transmitted infections, including HIV/AIDS, are transmitted. • To understand how to prevent the spread of sexually transmitted infections. • PANTS	pregnancy, baby, conception, fallopian tube, ovary, scrotum, testes, foreskin, circumcised, uncircumcised, sexually transmitted infections, sexual health, consent, oviduct, endometrium, ovulate, menopause, fertility.
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