

Queen's Hill Primary School

Relationships and Sex Education policy



This relationships and sex education policy covers Queen's Hill Primary School's approach to teaching relationships and sex education (RSE).

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.

- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet the 2018 new government RSE guidance and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

There are 3 strands within the new RSE curriculum – Relationships, Sex and Relationships and Health.

1. Relationship strand:

By the end of primary school pupils should know:

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| Families and people who care for me | <ul style="list-style-type: none"> • Importance of family • Characteristics of healthy family life • Respect for family diversity • Importance of stable relationships • Marriage/civil partnership • How to recognise unsafe situations and how to seek advice/help |
| Caring friendships | <ul style="list-style-type: none"> • Importance of friendships • Characteristics of friendships, • Benefits of healthy friendships • How to maintain a healthy friendship • How to recognise to unhealthy friendship and seek help |
| Respectful relationships | <ul style="list-style-type: none"> • Importance of respecting others • Conventions of courtesy and manners. • Importance of self-respect • Requirement to respect others • Types of bullying , impact and how to get help • Stereotypes and their impact • Permission seeking |
| Online relationships | <ul style="list-style-type: none"> • People behave differently online • Same relationship principles apply online • Rules for keeping safe online • How to critical consider online content • How information and data is shared and used online. |
| Being safe | <ul style="list-style-type: none"> • appropriate boundaries • what privacy means • body belongs to you • Strangers • Asking for help and reporting abuse • Where to get advice |

2. Sex and Relationships strand:

YR Year group R

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

Y1 Year group one

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

Y2 Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Y3	Identify personal strengths and set aspirational goals, understanding how this builds high self-esteem.	How their body may change as they grow and develop.	The attributes of positive, healthy relationships.	Challenging gender stereotypes.	The right to protect their body from unwanted touch.	The differences between secrets and surprises, knowing when it is right to break confidence and share a secret.
Y4	Recognising a wide range of emotions. Responding to their own, and other people's emotions.	Anticipate body changes, understanding that some are related to puberty.	Acceptable and unacceptable physical behaviours and how to respond.	That differences and similarities between people arise from a number of factors including family types and personal identity.	That marriage is a commitment freely entered into.	Knowing when to ask for help to manage a situation, and how skills to ask for help.

Y5	How emotions may change as they approach, and move through puberty.	Anticipate how their body may change as they approach, and move through puberty.	Healthy relationships, including the skills to manage and maintain healthy relationships.	Correct terms to describe gender and sexual orientation, including the unacceptability of homophobic and transphobic bullying.	Strategies for keeping safe online; knowing personal information can be shared easily.	How to manage accidental exposure to upsetting online material, including who to talk to about this.
Y6	That images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	That sexual intercourse leads to reproduction. The scientific terms to describe the male and female sexual organs.	The nature and consequences of discrimination, including the use of prejudice based language.	That some cultural practices are against British law, including Female genital mutilation (FGM).	That some infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Knowing when, who and how to ask for help independently or with support.

Curriculum: Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The RSE programme will be led by Miss C Mason and taught by all teachers and supported by relevant visitors. All staff involved in the delivery of RSE have received training ensuring pupils are taught with consistent approaches to RSE throughout their time at Queen's Hill Primary School.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Queen's Hill Primary School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of a 'question box' or something similar. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

Policy Written October 2018

Review date: October 2019

Miss C Mason

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning