

Stebbing Primary School
Relationships and Sex Education Policy
Previously Sex and Relationships Education
Policy

Created/updated	May 2022
Ratified by governors	June 2022
Due for review	May 2024

Introductory statement

At Stebbing Primary School we value the importance of relationships and sex education to help and support young people through their physical, emotional and moral development. We believe in provisioning every pupil with open, honest, accurate and age-appropriate lessons all about relationships and sex. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world. This programme is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationships Education Guidance and the National Healthy School Standard Guidance.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Relationships and sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Relationships and sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- The knowledge and understanding of a variety of relationships;
- The ability to identify any concerns they have about a relationship;
- Coping strategies and an awareness of how and where to seek support;
- An understanding of their rights and responsibilities within a range of relationships;
- An awareness of the process of growing up and the changes they and others will experience;
- An understanding of the characteristics of positive relationships.

Statutory Regulations:

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The Philosophy of the School

It is the philosophy of Stebbing Primary School that all children experience a planned programme of relationships and sex education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

Aims and Objectives of the Policy

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sex.

This policy supports the following School Policies.

- Equal Opportunities
- Behaviour Management
- Statement of School Philosophy, Aims and Objectives
- Health and Safety
- Personal, Social and Health Education and Citizenship
- Child Protection/Safeguarding

Areas of Responsibility

The Relationships Education programme in our school will be led by the PSHE lead, supported by the senior leadership team.

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by the PSHE lead and the Senior Leadership Team.

Governors

- To ensure the legal framework is followed.
- To consult with parents/carers on the determination of the school's relationships and sex education policy
- To implement the relationships and sex education policy through senior leaders.

Headteacher/Senior Leaders

- To implement the Relationships and Sex Education Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents/carers.
- To ensure the policy is reviewed in-line with the review cycle.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

Class teacher

- To prepare short-term plans to include Relationships and Sex Education in the Curriculum, in accordance with the long and medium-term plans.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

School Nurse/Health Service Specialists

- To give support throughout the school, when appropriate.
- To provide, where possible opportunities for separate lessons for Year 5 & Year 6 on certain aspects, as detailed later.

The PSHE subject leader

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at Stebbing Primary School.
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

Equal Opportunities

In support of the Equal Opportunities Policy, all Stebbing Primary School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex education resources and teaching methods. If children are absent for any of the units of work concerned with sex education, an information pack and resources will be made available to parents/carers to support their child at home.

Safeguarding

Teachers are aware that effective Relationships Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will

be discussed with the head teacher and/or child protection lead in accordance with the Safeguarding and Child Protection policy.

The use of sexualised language, swear and slang terms, including homophobic or racist language will be addressed with pupils and as appropriate parents/carers.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards

Equality and Diversity

The school has a legal responsibility to meet our obligations under the Equality Act (2010). We serve a diverse community and recognise our obligation to value this religious, ethnic and cultural diversity through our curriculum. We encourage children to explore and challenge prejudice and stereotypes and to ensure that they are equipped with accurate and up-to-date information about life in modern Britain and British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance.

From the RSE & Health Education document published by the DfE in 2019:

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.”

Organisation of School Relationships and Sex Education

Who Will Teach It?

All teaching staff (class teachers) will teach relationship and sex education as part of the Science and the PSHE Curriculum.

Methodology and Approach

There will be a whole-school approach – from year 1 to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sex and the risks of sexual activity.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to relationships and sex education in an open, factual way and age-appropriate manner, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in the discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.

Stebbing Primary School Relationships and Sex Education Programme

For further detail regarding the key themes and outline plan for **Relationships and Sex Education Programme** please see **APPENDIX A**.

Within the Science Curriculum, the children should:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction
- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the life process of reproduction in some plants and animals
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- know about the main stages of the human life cycle.

*Parents/carers should be aware that children cannot be withdrawn from these Science lessons.

Content

At Stebbing Primary School, the Scheme of Work for relationships and sex education is taught under the following headings. Progression and continuity are built into the programme from Year 1 to Year 6.

We will be exploring the following areas:

(See appendix 1 for detailed overview of coverage)

In the **Early Years FoundationStage** children:

- Learn about life cycles as well as watching chicks hatch.
- Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

	<u>Growing Up</u>	<u>It's My Body</u>
Year 1	Our bodies Is it ok? Pink & blue	My body, my business Active and asleep Happy, healthy food
Year 2	Your family, my family Getting older Changes	Clean as a whistle Can I eat it I can choose
Year 3	Human Reproduction Changes in boys Changes in girls	My body, my choice Fit as a fiddle Good night, good day
Year 4	Changing emotions Relationships and families Where do I come from?	Cough, splutter, sneeze Drugs: healing or harmful Choices everywhere
Year 5	Changing bodies Changing emotions Just the way you are	Your body is your own Exercise right, sleep tight Taking care of our bodies
Year 6	Relationships Let's talk about sex Human Reproduction	Harmful substances How we feel about our bodies Healthy choices

Specific Classroom Arrangements

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the pupils.

Curriculum Entitlement

Relationships and sex education will be taught at Stebbing Primary School within PSHE and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons, except when a Health Professional is invited to address the children. Children with specific emotional needs relating to relationships and sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

Procedures for Reviewing the Effectiveness of the Programme

Topics are reviewed termly at the end of each Unit of Work through medium-term plans. Staff and Governors review the Relationships and Sex Education Policy every 2 years.

Resources and Criteria Used for their Selection

The PSHE subject leader in consultation with teachers and other senior leaders chooses all resources. Advice is taken from appropriate sources. Where appropriate, Parents'/carers' comments are taken into consideration.

The Primary/Secondary Transition Year

The transition year before pupils move to Secondary School is considered a crucial one at Stebbing Primary School.

Specific Issues

Child Sexual Exploitation (CSE)

The Child Protection Procedures as laid down by the LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LA area for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality should not prevent action being taken if the child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedures. A copy of this is available in school for parents/carers or on our website.

Child Withdrawal Procedure

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the head teacher, who will be able to discuss parents' specific concerns and to see whether it is possible to adjust the programme to enable

children to take part in as much of the lesson as possible. The potential disadvantages of removing the child from these lessons will also be discussed, for example the possibility of children hearing inaccurate information from peers that cannot then be addressed by the class teacher. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the head teacher (see Appendix 3). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. If parents wish to deliver lessons themselves at home then the school can help with resources to facilitate this.

Complaints Procedure

If a parent/carer has any cause for concern about the Relationships and Sex Education Policy, they should approach the Headteacher and staff. If the concern cannot be resolved, the Governors may be contacted.

Procedures for the Involvement of Health Professionals and Visitors

Visiting Health Professionals are involved in the implementation of the Relationships and Sex Education Policy only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

Working with Parents/Carers

Stebbing Primary School seeks to work in partnership with parents/carers through consultation and support. Parents/carers are vital in teaching children about relationships and sex, maintaining the culture and ethos of the family unit, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents/carers in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.

The policy is available in school for all parents/carers to inspect and is also on our website.

Further Information

Useful Documents and Resources

- [Keeping children safe in education 2021](#) (statutory guidance)
- [Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx](#)
- [The Equality Act 2010 and schools](#) Equality Act 2010 and schools
- [Special educational needs and disability code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental health and behaviour in schools - GOV.UK](#) (advice for schools)
- [Preventing and tackling bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (advice for schools)
- [Promoting fundamental British values as part of SMSC in schools - GOV](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [National Citizen Service-Guidance for Schools and Colleges](#)

APPENDIX A:

Relationships & sex Education Curriculum

Growing Up					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Our bodies I can name the main parts of boys' and girls' bodies</p>	<p>Your family, my family I can talk about my family and others' families'.</p>	<p>Human Reproduction What are the differences between a male body and a female body? What are the male and female parts of the body for?</p>	<p>Changing emotions How do feelings change as we grow up? What is a crush and how does it feel?</p>	<p>Changing bodies What are the changes that occur in boys' and girls' bodies during puberty? How can we look after our bodies as we grow?</p>	<p>Relationships What is a loving relationship? What kinds of loving relationships are there?</p>
<p>Is it ok? I understand how to respect my own and other people's bodies.</p>	<p>Getting older I can describe how I will change as I get older</p>	<p>Changes in boys What changes happen to boys' bodies as they grow up? Why do these changes happen?</p>	<p>Relationships and families What are loving relationships like? What kinds of families are there?</p>	<p>Changing emotions How might our thoughts and feelings change during puberty? How can we deal with difficult feelings and moods?</p>	<p>Let's talk about sex What is a sexual relationship and who can have one? What is an STI and how can they be prevented? What type of physical contact is unacceptable and how should we respond?</p>
<p>Pink & blue I understand that we are all different and different people like different things.</p>	<p>Changes I can describe things that might change in a person's life and how it might make them feel.</p>	<p>Changes in girls What changes happen to girls' bodies as they grow up? Why do these changes happen?</p>	<p>Where do I come from How are babies made? How are babies born?</p>	<p>Just the way you are Is there an ideal kind of body? What information can affect how we think and feel about ourselves and our bodies?</p>	<p>Human Reproduction How is a baby conceived? What is contraception? How does a baby grow? How is a baby born?</p>

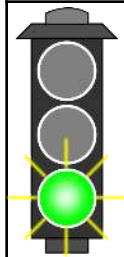
It's My Body

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>My body, my business I know I can choose what happens to my body.</p>	<p>Clean as a whistle I know how to keep my body clean.</p>	<p>My body, my choice Who does your body belong to? What type of physical contact is OK? What can you do if you feel uncomfortable about something?</p>	<p>Cough, splutter, sneeze What sorts of allergies and illnesses are there? How can we stop the spread of disease and infection? Why is personal hygiene so important?</p>	<p>Your body is your own Why is looking after our bodies so important? What is autonomy and what is consent?</p>	<p>Harmful substances What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances? How can we make good choices about dangerous substances?</p>
<p>Active and asleep I can make healthy choices about sleep and exercise.</p>	<p>Can I eat it? I know what is safe to eat or drink.</p>	<p>Fit as a fiddle What does your body need to be healthy? If you eat junk food regularly, what are the effects on your body? What can you do to become healthier?</p>	<p>Drugs: healing or harmful What are drugs? How can I stay safe around drugs?</p>	<p>Exercise right, sleep tight What are the effects of not getting enough sleep? How can we get a good night's sleep? How does regular exercise benefit our mental and physical health? What are the risks associated with an inactive lifestyle?</p>	<p>How we feel about our bodies What messages do we get from the media about our bodies? How can we think and feel positively about ourselves?</p>
<p>Happy, healthy food I can make healthy choices about food and drink.</p>	<p>I can choose I can choose to keep my mind and body healthy and safe.</p>	<p>Good night, good day Why is it important to get enough sleep? How can getting enough sleep keep our bodies and minds healthy? What happens if we don't get enough sleep?</p>	<p>Choices everywhere What choices do I have? How can I make better, healthier choices?</p>	<p>Taking care of our bodies What are healthy habits? How can we take care of our bodies?</p>	<p>Healthy choices What choices do we have about keeping our bodies and minds healthy? What influences our choices about our bodies and our physical and mental health? How can we decide if these are positive or negative influences?</p>

APPENDIX B:

Identifying the behaviour of children aged between 5-11 years

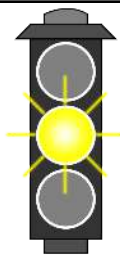
Teachers can use this traffic light system to help them in identifying if a behaviour is green, amber or red.



These are natural and expected behaviours.

This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.

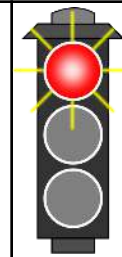
- Increased sense of privacy about their body.
- Body touching an holding own genitals
- Masturbation, usually with awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children.
- Curiosity about sex e.g. questions about babies, gender, relationships, sexual activity
- Telling stories or asking questions using swear words, 'toilet' words or names for private parts.
- Use of mobile phones and internet in relationship with known peers.



These can be of concern and have the potential to be outside safe and healthy behaviours if they persist.

They require a response from a protective adult, extra support and close monitoring.

- Self-masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury.
- Explicit talk, art or play of sexual nature
- Persistent questions about sex despite being answered.
- Persistent nudity and/or exposing private parts in presence of others
- Persistently watching or following others to look at or touch them
- Pulling other children's pants down or skirts up against their will
- Persistently mimecking sexual flirting behaviour too advance for age with other children or adults
- Touching genitals/private parts of animals
- Covert/secret use of mobile phone and internet with known and unknown people which may include giving out identifying details
- Attempts to do any of the above in secret.



These are outside healthy and safe behaviours.

These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. GP or social worker. As a first step, the 'Stop It Now!' helpline is one place you could go for advice and guidance. Call 0808 1000 900

- Compulsive masturbation to the point of self harm or seeking an audience
- Disclosure of sexual abuse
- Persistent bullying involving sexual aggression
- Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Presence of a sexually transmitted infection
- Any sexual activity with animals
- Use of mobile phones and internet for sending or receiving sexual images.