



Relationships and Sex Education Policy

Collingwood School and Nursery

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This document draws significant guidance from 'Relationships Education, relationships and Sex Education (RSE) and Health Education' statutory guidance published by the DfE in July 2020. Where this is the case, the document is quoted in italics, and referenced with (DfE guidance 2020)

1. Statement of Intent

The aims of relationships and sex education (RSE) at Collingwood School and Nursery 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 and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Raise pupils' self-esteem and confidence
- Provide a further platform to discuss aspects of mental and physical health
- Develop communication and assertiveness skills

The RSE scheme of work will teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. The RSE Policy should be read in conjunction with our PSHE Policy and Curriculum Policy and procedures.



2. Definition

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.

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

RSE is not about the promotion of sexual activity.

3. Delivery

Guidance states that

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (DfE guidance 2020)

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 may be included in Religious Education (RE).

Most importantly, the content of Relationships and Sex Education should match the age and maturity of the pupils involved and at EYFS, KS1 and KS2 include:

Attitudes and Values

- Valuing and respecting others and ourselves;
- Valuing and respecting healthy personal relationships, including between friends, families and others;
- Developing an understanding of the value of family life and an appreciation of the many different types of family;
- Recognising the importance of pursuing a healthy lifestyle and keeping others and ourselves safe.

Knowledge and Understanding

- Recognising and naming parts of the body;
- Describing the reproductive system and childbirth;
- Developing and understanding of the physical and emotional aspects of puberty;
- Developing and understanding of behaviour that carries risks;
- Providing opportunities for pupils to ask questions and clarify misinformation.

Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships;
- Enabling pupils to identify and seek help and support;
- Developing pupils abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives.



Assessment

In the delivery of the RSE curriculum, teachers are responsible to monitor the progress and achievements of the children and reinforce key learning as required; and clarify any misunderstandings or pupil misconceptions, particularly when dealing with terminology (see below).

While much of the delivery is discussion-based, teachers have identified key assessment points for each year group – there will be focus on pupil knowledge an understanding and teachers will record this appropriately. Assessment points are noted in the RSE schemes.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

Establishing a safe learning environment and dealing with difficult questions

Teaching staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and sex.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment;
- Using 'distancing' techniques (talking about things in general, rather than personal, terms)
- Knowing how to deal with unexpected questions or comments from pupils;
- Encouraging reflection.
- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a 'cone of silence'; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and sex.

In all PSHE and RSE sessions, teachers will ensure that a safe learning environment is established. A set of ground rules will provide boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. Guidance for teachers is as follows:

- If a question is of a personal nature, remind the pupil of the ground rule: 'No-one has to answer personal questions';
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when);
- Colleagues can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parent/carers.
- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion, for example, 'At the moment we are looking at 'X', in Year 4 you will look at 'Y' in more detail.'
- Recognise different views are held, for example, about contraception;
- Place within the context of the schools RSE curriculum past and in the future;
- If a question is very explicit; it seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and, if teacher and pupil are concerned are comfortable with this, arrange to respond later, on an individual basis;



- If a pupil needs further support, s/he could be referred to the GP, helpline or outside agency;
- If there are concerns about sexual abuse, follow the school's child protection procedures.

Sex Education Content

Guidance states that

"Sex education is not compulsory in primary schools" (DfE Guidance 2020)

However, the school recognises the responsibility it has in preparing children for adolescence. Science and PSHE content cover areas relating to stages of growth in humans (including puberty), as well as life cycles and reproduction on plants and animals. In addition to this, as stated, the school takes the recommendation below that:

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings... (DfE Guidance 2020)

To achieve this, the school delivers additional Sex Education lessons to Year 5 and 6 pupils. The content for these is designed to address misconception that arise at this time in a child's life, as suggested in the guidance:

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (DfE Guidance 2020)

These lessons centre largely around the reproductive system content associated with Key Stage 3 Science, as well as covering menstruation specifically for both genders. Sessions take place in both gender-separated groups, and as a whole class. Furthermore, children will have scope to pose questions which may or may not be answered at the discretion of the teacher delivering the sessions.

This content will be shared with parents prior to the lessons taking place in the Summer Term, and parents are invited to state areas they do not wish to be discussed, or similarly may opt to withdraw the child (see below for further information)

4. Roles and Responsibilities

The Governing Board

The governing board of ILG 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 components of RSE.



Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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 components of 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.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

5. Parents right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Parents do not have the right to withdraw from the 'relationships' part of the learning.

Alternative work will be given to pupils who are withdrawn from RSE.

Approved by:	L Hardie	Date: September 2020
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Last reviewed on:	September 2023
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Next review due by:	September 2024
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Appendices

Summary overviews communicated to parents / carers each year

Early Years - Relationships and Sex Education

Parent overview

Myself and others -

- *Recognise and identify some feelings and recognise ways of expressing them.*
- *Realise that behaviour (words and actions) can affect other people.*

Families and people who care for me -

- *identify family members and friends and the roles that they play.*
- *Recognise that families and friends care for each other.*

Caring friendships -

- *Play co-operatively, take turns with others.*
- *Show sensitivity to others' needs and feelings. Talk about how we show feelings.*
- *Talk about how we can adjust behaviour to different situations and changes of routine.*

Year 1 - Relationships and Sex Education

Parent overview

Myself and Others

- To understand that everyone is different and to celebrate individuality.
- What makes them special and how everyone has different strengths.
- To know and value the different community groups to which the children belong.
- To recognise similarities and differences between themselves and their peers.
 - How their personal features or qualities are unique to them.
 - To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.
- To know and value the different community groups to which the children belong.



Our Bodies

- To recognise their bodies' capabilities and uniqueness.
- To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.
- To identify similarities and differences between themselves.

Who is special to us?

- That family is one of the groups they belong to, as well as, for example, school, friends, clubs.
- The different people in their family / those that love and care for them.
- What their family members, or people that are special to them do to make them feel loved and cared for.
- How families are all different but share common features – what is the same and different about them
- About different features of family life, including what families do/ enjoy together
- That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Caring Friendships

- To understand what friendship is.
- To describe who a friend is and what a friend does and to demonstrate some skills needed to make and maintain friendships
- To know how important friendships are in making us feel happy and secure.
- To understand the characteristics of friendships, including: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

How can we look after each other?

- How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively.
- The responsibilities they have in and out of the classroom.
- How people and animals need to be looked after and cared for
- How people grow and change and how people's needs change as they grow from young to old.
- How to manage change when moving to a new class/year group.
- How to respond safely to adults they don't know.
- What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard.

Respectful Relationships

- To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds).
- To recognise most children can make choices and understand them.
- To recognise that some choices will be right and other choices will be wrong.
- To begin to understand the importance of self-respect and how this links to their own happiness.



- To recognise 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 adults.

Year 2 - Relationships and Sex Education

Parent overview

Body Development - an early introduction to reproduction

- To learn that humans produce babies, which grow into children and then into adults.
- To understand how the children have changed and developed since they were babies.
- To know that adults have babies that develop into children and then into adults.

Looking after the Body

- To learn why it is important to keep clean.
- To describe how to look after particular parts of the body.
- To be able to describe and carry out basic hygiene routines.

Being Safe

- To have considered personal space and know that my body belongs to me.
- To have considered touches that we like and do not like.
- To have identified people we can talk to.
- To understand what sorts of boundaries are appropriate in friendships with peers and others
- To know 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.

Respectful Relationships

- To know the difference between a good secret and a bad secret.
- To have identified who they can talk to and ask for help.
- To know practical steps they can take in a range of different contexts to improve respectful relationships
- To know 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



Year 3 - Relationships and Sex Education

Parent overview

Self Esteem

Children will recognise their worth as individuals and identify positive things about themselves and their achievements.

To learn how to see themselves as special.

To build self esteem by looking at their achievements

Caring Friendships

Children will recognise similarities and differences in humans.

To know the characteristics of friendships.

To know that most friendships have ups and downs.

To consider factors that contribute to their own identity.

To recognise and challenge some stereotypes.

Respectful Relationships

Children will know that they should treat other people with respect and especially to adults.

To recognise that choices require decisions to be made.

To know there are consequences for every decision.

To demonstrate effective decision making skills.

Being Safe

Children will discuss appropriate boundaries in friendships.

To know techniques to resist peer pressure.

To understand the concept of privacy and when keeping secrets can be dangerous.

To know who to go to for support and help.



Year 4 - Relationships and Sex Education

Parent overview

- **Caring Friendships:**
ups and downs in friendships, managing conflict, who to trust, how emotions affect friendships, how actions affect friendships, positive and negative friendships
- **Change:**
physical and emotional, changes in our lives and of others, new responsibilities as we grow
- **Family and people who care for us:**
feeling unhappy or unsafe and how to recognise, how to seek help or advice, healthy family life, protection and care of children, the importance of spending time together
- **Online Relationships:**
behaving differently online, pretending to be someone else, respect, how to keep safe online, recognising risks and how to report
- **Puberty:**
physical and emotional changes, name sexual reproduction parts using correct terminology, occurs at different times, hygiene, link between puberty and sexual intercourse, boys' and girls' perceptions of each other



Year 5 - Relationships and Sex Education

Parent overview

Respectful Relationships

- To be aware that there are different types of relationships, including marriage and those between family and friends.
- To be able to consider and discuss a range of family types including homosexual / lesbian parents, single parents, foster carers.
- To have considered the meaning of the word 'love' and the variety of different meanings that it has.
- To have considered how other people feel in some situations and how this helps or hinders friendships.

Families and People who Care for me

- To identify the supportive, trusted adults in our lives and how, when and where to find support when the people in their network cannot help.
- To identify people in their support network and describe why they are special to them.
- To demonstrate that they know how to ask for help and support and to identify whom to ask for help in certain situations.

Online Relationships

- To know that people sometimes behave differently online, including by pretending to be someone they are not.
- To know 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.
- Understand how to critically consider their online friendships and sources of information, including an awareness of the risks associated with people they have never met

Puberty

- To recognise physical and emotional changes
- To name sexual reproduction parts using correct terminology and recognise the link between puberty and sexual intercourse.
- To understand the importance of hygiene,
- To discuss boys' and girls' perceptions of each other

Reproduction and Pregnancy

- To be aware of the facts of the human life cycle, including sexual intercourse.
- To be able to explain how conception occurs in humans.



- To understand that many people use contraception to control when they have children and how many they have.
- To be aware of the stages of development of a baby in the uterus.
- To be able to discuss some of the responsibilities of parenthood.

Year 6 - Relationships and Sex Education

Parent overview

Respectful Relationships

- To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices
- To be able to describe different types of conflict
- To understand the importance of self-respect and how this links to their own happiness
- To know 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 adults
- To know what a stereotype is, and how stereotypes can be unfair, negative or destructive
- Understand the importance of permission-seeking and giving in relationships with friends, peers and adults

Being Safe

- To know 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
- To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; **and** to recognise and report feelings of being unsafe or feeling bad about any adult
- To know how to ask for advice or help for themselves or others, and to keep trying until they are heard **and** to know how to report concerns or abuse, and the vocabulary and confidence needed to do so
- To be able to explain their choices and stand by their choices in the face of pressure.
- To be able to identify some risks in specific situations and to be able to identify what influences their decisions
- To understand how self-confidence, communication skills and assertiveness can help them to keep safe



Caring Friendships

- To know that most friendships have ups and downs and to be able to communicate both positive and negative emotions in different situations; to recognise that that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- To identify and recognise in themselves a range of different emotions and understand how their emotions affect their interactions with other people
- To know 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

Family and people who care for us

- To recognise 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.
- To know 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.
- To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Sexual Reproduction (Consolidating previous work from Year 5)

- To understand that sexuality is expressed in a variety of ways between consenting adults
- To understand the importance of consent
- To know that sexual intercourse may be one part of a sexual relationship
- To describe how babies are made, including the relationship between sexual intercourse and conception, and contraception
- To recognise and name the male and female sex cells and reproductive organs
- To know the key male and female body parts associated with conception and pregnancy
- To understand what pregnancy is, where it occurs and how long it takes