

Palace Wood Primary School

Relationships Policy



Written by	Bethan Horne
Ratified by Governors	Summer 2022
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This policy has been impact assessed by Bethan Horne in order to ensure that it does not have an adverse effect on race, gender or disability equality

Relationships and Sex Education Policy

1 Introduction

1.1 At Palace Wood Primary School, we believe relationships and sex education (RSE) goes beyond the biological knowledge of sexual body parts and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. It is part of our 'Healthy Schools' status to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfES Guidance Document DfES 2019)

2 Aims and Objectives

Our RSE curriculum follows our school values - GROW.

2.1 We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life. We aim to help pupils foster gender equality.

2.2 Throughout our teaching we hope to enable children to learn the significance of stable relationships. We aim to encourage children to develop caring, honest relationships and value others. These relationships could be with family, friends or a significant other. We will be inclusive will encourage a respect of diversity within families and relationships. Our provision complies with the 2010 Equalities Act. Government Guidance on RSE (2019) says, "Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers."

2.3 We aim to inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.

2.4 We aim to help young people build their self-esteem in order to respect themselves and others and move with confidence from childhood through to adolescence.

2.5 We aim to provide support to help build children's confidence and understanding of the online world, including sexting and grooming

2.6 We aim to provide children with the confidence for transition into secondary school

2.7 The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At Palace Wood, we aim to have strong relationships with parents by ensuring they understand what is being taught and when. Government research shows that pupils want help and support from both parents and schools so we want to ensure this is a focus at Palace Wood.

RSE

3. Statutory requirements

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At **Palace Wood Primary School**, we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. This policy has been written in conjunction with the government RSE guidance 2019. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governors – governors were consulted at an early stage and asked to review resources and the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE as well as gaining the views of ex-pupils on what they were taught
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
6. Ratification – once amendments were made, the final policy was shared with governors and ratified

5. Definition

SRE 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 should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

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

SRE is not about the promotion of sexual activity.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation. Our named RSE governor is Martin Holmes.

6.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from **non-statutory/non-science** components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- 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 SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

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

8. Teaching and Learning Style

8.1 At Palace Wood Primary School, we use a variety of teaching and learning styles to aid RSE. Our principal aim is to teach children to foster and develop caring relationships with others and to understand what sex is and its possible consequences.

8.2 RSE is part of and supports the Science, R.E. and PSHCE policies across Key Stage 2. PSHCE throughout the school is supported by the use of the SEAL (Social and Emotional Aspects of Learning) programme and the Yasmine and Tom scheme.

8.3 RSE has three main elements:

- Attitudes and values: learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making
- Personal and social skills: learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse
- Knowledge and understanding: learning and understanding the physical development at the appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.

8.4 In Year 5 and 6, children have the opportunity to watch 'Help, I'm hairy!' which explores puberty, physical changes and transition. Children have the opportunity to watch this DVD together and then ask questions anonymously in gender groups. Teaching methods take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Prior to the showing of the DVD to the children, parents are invited to view the programmes and discuss any issues arising. This provides them with the opportunity to approve the input given or withdraw their child.

8.5 Teachers have responsibility to ensure the safety and welfare of pupils and can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of RSE at Palace Wood Primary School.

8.6 The teaching of RSE always follows the school's safeguarding policy. At the heart of RSE there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE, 2018) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

9 RSE Curriculum Planning

9.1 RSE is part of the PSHCE, R.E. and Science curriculum. It is outlined in our medium term plans and gives a planned unit of progressive skills and learning for each year group. The school uses the scheme 'Yasmine and Tom'. <https://www.fpa.org.uk/relationships-and-sex-education/growing-up-with-yasmine-and-tom>.

9.2 RSE is will be taught in all year groups, it will be age appropriate and will build on knowledge from year to year.

By the end of primary school, the PSHE topics that will be covered at Palace Wood are :

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**

9.3 Maintained schools are required to teach the national curriculum for science. At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

9.4 Pupils will also be taught characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Teachers will go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Pupils will be taught about:

- **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**

10 Contribution of RSE to teaching in other curriculum areas

10.1 The skills that children develop in RSE are linked to and applied in every subject of our curriculum. The children's skills in developing relationships with others are practised all the time. Decision-making and choices are also key skills that filter through the curriculum.

11 Teaching RSE to children with special needs

11.1 Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs or disadvantage. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

11.2 Children with specific learning needs are able to access the RSE through enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by teaching assistants supporting them in the classroom. For some SEND pupils there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages.

11.3 For the vast majority of pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the head teacher in deciding whether to grant a parental request, however there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision

12 Assessment and recording

12.1 Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Any worrying behaviour is discussed with the safeguarding leaders and, if necessary, recorded following the school safeguarding procedures.

13 Resources

13.1 There are some resources to support RSE. Emotional Literacy/Conflict Resolution games, board games, adventure playground, outdoor equipment (skipping ropes, lo-lo balls etc.). There are also video materials to support the RSE and various worksheets and dilemmas, SEAL resources. The school uses the Yasmine and Tom scheme to plan RSE, and, in Year 5 and 6, the Help! I'm Hairy! DVD and resources.

14 Monitoring and Review

14.1 Monitoring the standards of children's work and the quality of teaching in RSE is the responsibility of the PSHCE subject leader. The subject leader also needs to offer support and advice to colleagues in the teaching and learning of RSE. The PSHCE leader gives the deputy headteacher an annual summary report evaluating the strengths and weaknesses in this area and suggests further developments. The deputy headteacher is the senior leader in charge of monitoring and reviewing this policy alongside the PSHCE lead.

14.2 The DVD shown to the children is regularly reviewed and must be approved by staff and governors.

Appendices

Appendix 1: RSE letter for Year 5+6 parents

APPENDIX 1: RSE Year 5 and 6

You should have received a parent mail regarding an optional viewing of the Help! I'm hairy video on _____. This is additional information for you...

By Year 5 and 6, as children approach puberty, they are increasingly exposed to conflicting messages about sexuality from television, the media and friends. Our relationships programme aims to put these images into context, so that pupils don't grow up with misapprehensions to take into adulthood.

Some children are taught about sex at home and some are not. Our responsibility is to take nothing for granted and in a caring manner, explain to the children details relating to how our bodies change during puberty and how important hygiene is.. It also involves education about the importance of loving relationships, responsibility and respect towards oneself and others, both in the on and offline world.

We will be watching the DVD on and after each programme, the children will have the opportunity to talk together, discuss what they have seen and ask us questions relating to the topic. We will also have a question box; if they are too nervous or embarrassed to

ask, they will be able to write the questions down without putting their name on it. This section is done as a class with the boys and girls together.

We will also be talking to the girls and boys separately, discussing topics from the DVD and answering any further questions.

Help! I'm hairy! DVD

Synopsis

The film begins with a curious young pupil noticing things are becoming strange around school and at home. Emotions seem to run high and everything is changing. Could it be hormones? Two students and a school health advisor, pick up the thread taking us on a journey to uncover the myths and reveal facts about puberty, and how to survive it.

The film ends with a standalone section on Transition to secondary school as a new student starts at 'big' school. This section includes interviews with students too.

RSE Below are some further questions that you may have.

What issues are not covered?

There will be times when children ask questions in school, that we feel are not appropriate for staff to answer. In these situations we will sensitively refer the children to their parents. Issues such as masturbation, under-age sex, sexual abuse, prostitution, abortion and pornography are not covered in school. RSE

How is the DVD used?

The DVD is used as a visual resource to highlight physical changes that occur at puberty. There are some male and female sexual organs displayed and labelled within the DVD. RSE

What reactions might I expect from my child?

Our experience is usually that children are very keen to listen and learn. Some children may initially feel embarrassed or awkward, but we endeavour to make the children feel comfortable and happy within the sessions. There may be some giggles too, but not at someone else's expense. Hopefully children will want to come home and discuss the issues raised with their parents.

What should I do as a parent?

Please find time to listen to the things that your child might want to talk about and be prepared for them to ask questions. Awkwardness and embarrassment in adults can communicate itself to children and can be counterproductive to the process of learning about sexual development and relationships. If you have any further questions, please speak to a member of the Year 5 and 6 team, or contact me directly.

If you do not wish your child to attend these talks or watch the video, please advise me before _____. If I do not hear from you, I will assume that you are happy for your child to receive these talks.

APPENDIX 2