

Maiden Erlegh Trust

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY (PRIMARY)



MAIDEN ERLEGH  
TRUST

Including local arrangements in annexes for:

## CRANBURY COLLEGE - PRIMARY

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## Rationale

Maiden Erlegh Trust schools are inclusive schools and so we believe that all members of our community are of equal worth. At Maiden Erlegh Trust schools our aim is that everyone:

- Is respected and respects others
- Takes part in the life of the school
- Achieves to their potential
- Develops skills essential to life
- Can exercise choice

These aims underpin this policy which is also key to promoting pupils' spiritual moral, social and cultural development.

We recognise the important role of family, friends, media, advertising, community support groups and previous educational experiences on the development of people's physical and mental well-being.

This Relationships and Sex Education (RSE) Policy has been drawn up with reference to the Equality Act 2010 and Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers September 2020.

## Values

RSE does not attempt to prescribe values and standards on pupils; the Trust believes that these come primarily from the home, but they recognise that the school will inevitably influence how pupils determine their values and standards and exercise their responsibilities in life.

At Maiden Erlegh Trust Schools we believe that RSE is about pupils understanding the importance of stable and committed relationships based on mutual respect and love, including marriage, and the importance of family life.

It is also about the teaching of sex, sexuality, and sexual health; but is not about the promotion of sexual orientation or sexual activity.

## Delivery of RSE

The delivery of RSE in schools is guided by three overarching themes.

### **Important attitudes and values**

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life
- Learning the value of love, respect and care
- Learning about the nature and importance of marriage and stable relationships

### **Personal and social skills**

- Learning how to manage emotions carefully
- Developing self-respect and empathy for others
- Learning to make choices & appreciating the consequences of choices made
- Managing conflict and peer pressure

### **Key knowledge and understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality at appropriate stages, body functions, reproduction and emotions.
- Know the dangers of social media for exploitation and sexting

## Relationships and Sex Education in the context of the National Curriculum

### **Early Years Foundation Stage (EYFS)**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Parents do not have the right to withdraw their child/children from Relationships and Sex Education in the context of the National Curriculum.

## Relationships and Sex Education outside the framework of the National Curriculum

\*See content in for local schools in Annex 2.

It is the responsibility of teachers to:

- Plan and deliver Relationships and Sex education according to the school's written policy.
- Not to guarantee complete, unconditional confidentiality.
- Follow the school's procedures in suspected cases of abuse.

The governing body, parents and pupils are encouraged to play a part in ensuring that RSE addresses the needs of the pupils and parents, as well as community health priorities. We work closely with health and other professionals to provide training for staff, access to resources and deliver bespoke sessions for pupils.

### Right of withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education or from elements of the science curriculum that discuss life cycles and reproduction. The lesson with a right of withdrawal are highlighted with an asterisk in the overview table in Annex 2.

This is explained to parents in a letter outlining the RSE course for their child's year group.

If parents wish to exercise their right to withdraw their child from the sex education lessons, they should inform the Headteacher in writing. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### Monitoring

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

# **ANNEX 1 – WHAT SCHOOLS MUST COVER BY THE END OF PRIMARY SCHOOL (TAKEN FROM THE DFE STATUTORY RSE GUIDANCE)**

## **Families and people who care for me**

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring friendships**

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

## **Respectful relationships**

Pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

- 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 those in positions of authority.
- 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.
- 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.

### **Online relationships**

Pupils should know:

- 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.
- 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.

### **Being safe**

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. Family, school and/or other sources.

### **Mental wellbeing**

Pupils should know:

- 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.

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- 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 importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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 someone else'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 be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

Pupils should know:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- 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.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other 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 tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health).

## **Drugs, alcohol and tobacco**

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- 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.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

## **Basic first aid**

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **Changing adolescent body**

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

## **ANNEX 2 - RSE WITHIN PERSONAL DEVELOPMENT AT CRANBURY COLLEGE - PRIMARY**

Overview of the programme for the delivery of Relationships and Sex Education at Cranbury College - Primary.

### **Specific Sex Education lessons within our Personal Development Curriculum**

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage.

At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

The key concepts that children learn in are inner strength, self-esteem, and resilience. These are important as they help keep children safe and it helps them make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

The RSE in CC - Primary follows the Jigsaw programme, which starts in Early Years and builds each year.

### **Teaching Strategies and Resources used**

Relationships and Sex Education (RSE) is taught by the class teacher. A range of teaching methods are used which include use of animations, DVD clips, images, and discussion. As children reach puberty they will need to know and understand that they will change and develop. The appropriate knowledge will give the children confidence in managing their physical and emotional changes. Similarly, adequate and sensitive arrangements will be made to help girls cope with menstruation and with requests for sanitary protection.

RSE is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant and, in these instances, there may be single sex break out groups.

Cranbury College – Primary structures RSE lessons utilising the Jigsaw published scheme, the resources used are from the Jigsaw scheme and include animations (see table below). In addition, year five also use: Channel 4 Living and Growing - Units 2 & 3 (Available from Channel 4 Learning).

Teachers have a key role in creating a suitable climate for discussion and support children to feel confident to talk and listen about Relationships and Sex. This can be supported by establishing ground rules with pupils, planning how to deal with unexpected questions or comments and using structured discussion and reflection.

<b>Sex Education Overview in the Jigsaw Scheme</b>	
<b>Year</b>	<b>Coverage</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Growing up: how we have changed since we were babies</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Growing up: how we have changed since we were babies</li> <li>• Boys' and girls' bodies; naming body parts</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Understanding that growing and changing is natural and happens to everybody at different rates.</li> <li>• Appreciating the parts of the body that make us different and using the correct names for them.</li> <li>• Where am I on the journey from young to old and what changes can I be proud of?</li> <li>• Differences between boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• How our bodies need to change so that they can make babies when we grow up – outside and inside changes and how we feel about them.</li> <li>• How babies grow and how boys' and girls' bodies change as they grow older <i>Animations used – shorter version Female and Male Reproductive Systems.</i></li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• The choice to have a baby, the parts of men and women that make babies.</li> <li>• How a girl's body changes so that she can have a baby when she is an adult, including menstruation.</li> <li>• Internal and external reproductive body parts, body changes in girls and menstruation</li> <li>• *In simple terms how conception happens.</li> <li>• <i>Animations used – the Female Reproductive System and the Male Reproductive System</i></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Puberty for boys and girls, physical changes and how we feel about them.</li> <li>• The importance of looking after yourself.</li> <li>• Developing understanding and changes for both sexes – reassurance and exploring feelings.</li> <li>• *Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.</li> <li>• <i>Animations used – the Female and Male Reproductive Systems. DVD – Channel 4 learning Living and Growing.</i></li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Consolidating understanding of physical and emotional changes and how they affect us.</li> <li>• A chance to ask questions and reflect (single sex).</li> <li>• *The story of pregnancy and birth</li> <li>• <i>Animations used – the Female and Male Reproductive Systems.</i></li> </ul>

\* The lessons marked with an asterisk are those lessons from which a pupil may be withdrawn following a written parental request based on informed consent, following an opportunity to discuss the content and resources use with school staff.

## **Ground Rules**

A set of ground rules will help teachers to create a safe environment without the unexpected question or comments from pupils. For example, no one will have to answer a personal question, no one will be forced to take part in a discussion, the correct names for body parts will be encouraged and used, meanings of words will be explained in a sensible and factual way.

## **Dealing with questions**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances but be prepared for the unexpected. Teachers should use distancing techniques such as question boxes.

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher should refer him/her to the appropriate person (Head, school nurse, parents etc.).
- If a teacher does not know the answer to a question, it is important to acknowledge this and return to the question when ready.
- If a teacher is concerned that a pupil is at risk of sexual abuse, he/she should follow the school's child protection procedures.

## **Discussion**

The effectiveness of the school's sex and relationship education can be enhanced by discussion in which pupils can reflect on their learning and consider their beliefs and attitudes on different topics.

## **Reflection**

Reflection encourages pupils to consolidate what has been learnt and to form new understanding, skills and attitudes.

## **Child Protection & Safeguarding**

Teachers need to be aware that effective sex education can lead to a disclosure of a child protection issue. Therefore, staff will need to be familiar with the child protection procedures set out in school policy, so that suspicions or concerns about possible abuse are reported to the correct person. The designated safeguarding lead person at Cranbury College is Mrs. Charlotte Baggley, Assistant Headteacher and the designated safeguarding lead person at Cranbury College – Primary is Ms Gill Albone, Lead Primary and Hospital Teacher.

## **Parents in Partnership**

Cranbury College seeks to work in partnership with parents. This partnership is essential to effective sex and relationship education. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child in sex and relationships. Cranbury College will offer the opportunity for parents to view resources used as part of the RSE programme should they wish to.

In addition, they will be provided with 'A Guide for Parents and Carers on Sex and Relationship Education,' published on the school website.