



## **Relationships Education Policy** Including Sex and Relationships.

Name of school: Shamblehurst Primary School

Date of policy: 9.1.20

Members of staff responsible for Relationships Education and Health Education: Anna Jones, Sally Richards.

Line Manager (Member of SMT): Anna Jones

Reviewed date: 26.4.2021

### **1. How this Policy was developed:**

This policy was written by the staff of Shamblehurst Primary School. The views of pupils were listened to and used to strengthen the policy, ensuring that it meets the needs of the children within our school. This policy was reviewed and approved by our Governing body including our parent governors. This policy reflects the views of our parents to ensure that it meets the need of our school community, having been shared in February 2020.

### **2. Requirements on schools in law**

**From 2020:** It will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

### **3. What is Relationships Education?**

At Shamblehurst, we believe that promoting the health and well-being of our pupils is an important part of their overall and all round education. We recognise that Relationships Education, Relationships and Sex Education(RSE) and Health Education is about putting into place the key building blocks of healthy and respectful relationships, focusing on family and friendships, including online. Teaching about mental health and well-being is central to all these key building blocks. The school is taking part in a Well being and Mental Health Project and also uses 'Impact Ed Diagnostic Assessment' for well being and learning.

As part of the primary RES curriculum, the children are also learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part



of our wider personal development learning (PDL). The content will be delivered sensitively, be age appropriate and be inclusive of the needs of key individuals, especially those children with special educational needs or disabilities (SEND). The needs of all children will be met, and all pupils should understand the importance of equality and respect.

*DFE Relationship education, relationships and sex education and health education 2020*

***To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Relationships Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.***

As a school, we have adopted the Coram Life Education, SCARF resource giving teachers the support, knowledge and resources in order to teach RSE effectively. Lessons will take place once a week taught by classroom teachers. There will be times when discussions take place within the classroom which fall outside of this focussed lesson, eg: through P4C, Let's Think, a worry shared from the worry box. These will be handled sensitively and with regard to this policy and the age appropriateness of the topic by class teachers.

By the end of primary school children will be taught about:

**Families and people who care for me:** 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. (families can include for example, single parent families, LGBTQT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures) • 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:** • 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:** • 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. • 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:** • 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:** • 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.

By adopting the resource SCARF we endeavour to give teachers the knowledge, support and confidence to teach RSE effectively. All staff were present at a staff meeting to receive training on how to use this resource. As subject leaders we ensure, through monitoring, that staff create a safe, nurturing environment so that all children can access our RSE education. At Shamblehurst we encourage children to question and communicate their ideas and feelings.

At Shamblehurst Primary we believe it is important that we use the correct words for body parts, including vagina and penis, even with our youngest children. Not only is it important that children know these words, it is an important step in safeguarding them in the future and enables them to refer to these parts of their body using the correct terminology.

#### **4. Sex Education at Shamblehurst School.**

At Shamblehurst Primary School we do believe it is important that children are aware and prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Due to the increasing number of girls in our school who start their periods in Year 4 we plan to talk about changes within our bodies, including puberty and the menstrual cycle by the end of Year 4. We will share menstrual products with the children. There will be some joint sessions and some single sex sessions. There will be conversations around personal hygiene, as well as how our bodies and emotions change as we approach and move through puberty. Children will cover the following objectives:

Year 4

- Understand how the onset of puberty can have an emotional as well as a physical impact.
- Identify parts of the body which males and females have in common and those which are different



- Know the correct terminology for their genitalia.
- Understand and explain why puberty happens
- Know the key facts of the menstrual cycle.
- Understand that periods are a normal part of puberty for girls and how to cope with these changes.

In Year 5 we further discuss the changes in our bodies around the time of adolescence and revisit puberty and menstruation. We will share menstrual products with the children. There will be some joint sessions with boys and girls and some single sex sessions. There will be conversations around personal hygiene.

#### Year 5

- Know the correct terms for the external sexual organs and discuss some of the myths associated with puberty (periods, wet dreams, masturbation).
- Identify products they may need and why and when they may need them.
- Recap of all of the Year 4 learning again during this unit.

In Year 6 we further discuss changes in our bodies – recapping on previous learning and information. The conception of a baby is also taught as is having a baby. Children will be able to identify the changes that happen through puberty to allow sexual reproduction to occur. They will know a variety of ways in which the sperm can fertilise the egg to create a baby and know the legal age of consent and what it means.

#### Year 6

- Know how babies can be conceived, including IVF
- Know how babies are born.
- Know the legal age for consent and what this means
- Review previous learning from Year 5



Below are the resources we use and these are available for parents to borrow and to view during open events in school prior to the teaching of sex education. (The DVD will be lent to parents to view during the Covid pandemic and a pack of resources will be provided.)

Channel 4 – Living and growing – dvd – one that supports the needs of more diverse cultures.

#### Year 4

All about Us – Unit 1 – Differences

How did I Get Here?

Growing Up

SCARF – All Change! Yr 4

SCARF – My Feelings are all over the place! Yr 4

SCARF – Period Quiz Yr 4

SCARF Preparing for periods (formerly Period positive)

#### Year 5

All About Us – Unit 2 – Changes

Girl Talk

Boy Talk

SCARF – Growing up and changing bodies Yr 5

SCARF – Puberty Statements

SCARF – Agony Aunts

SCARF – Period Quiz Yr 4 - revision

SCARF – Help I'm a Teenager get me out of here!

SCARF – Changing bodies and feelings

SCARF - Taking notice of our feelings

SCARF – Star qualities

SCARF Preparing for periods (formerly Period positive) - revision

#### Year 6

Resources – Channel 4 All About Us

- All About Us – Unit 2 – Changes  
Girl Talk  
Boy Talk (revision)
- How babies are made – Unit 3 – How are Babies Made  
How Babies are Born

SCARF - Is this normal?

SCARF – Puberty – Glossary of terms



SCARF – Labelling female and male external body parts  
SCARF – Puberty statement – true or false?  
SCARF – Conception and pregnancy  
SCARF – Making Babies

‘Living and growing’ DVD programme How Babies are Made. Unit 3 Programme 7.  
[www.channel4.com/learning](http://www.channel4.com/learning)

In the DVD a brief mention is made of **contraception and masturbation**.

All classes have a Talk Box or a Worry Box in their room so children can, at any point, express or talk through any worries or concerns they have. These will be regularly opened and viewed by teachers and handled appropriately.

## **5 How Relationships (and Sex) Education is monitored and evaluated**

RSE will be monitored by the subject leaders, AJ and SR through drop ins, lesson observations, book monitoring, pupil progress reviews and conversations with staff. As a staff, we will hold staff meetings to discuss the teaching of RSE and how effective the SCARF resource is in providing teachers with support, knowledge and lesson ideas and plans.

## **6 How the delivery of the content will be made accessible to all pupils**

Shamblehurst Primary School’s RSE provision is inclusive of all pupils and consistent with the equalities duties. We are an inclusive school and endeavour to meet the needs of all children. We believe in securing good relationships with our parents and carers, communicating all that we do so that they have the information they need to make informed choices about their children’s education.

## **7 Parental concerns and withdrawal of students**

This policy has been shared with parents and carers and feedback has been reflected upon. Subject leaders and class teachers will always make themselves available to parents / carers to discuss any questions or concerns

- From 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education.





- Before granting any such request Mrs Jones and / or Mrs Richards will meet with the parents to discuss the request with the parent and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We, as educators, will discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

### **8 Dissemination of the Policy**

This policy is accessible to all staff at Shamblehurst Primary School on our school staff shared documents. The policy has been given to the school governors. The policy can be accessed through our school website for all parents and carers to read.

### **9 Policy Review and Development Plan**

This policy will be reviewed by AJ and SR in September 2021.

Throughout 2020, Shamblehurst staff will review and reflect upon the teaching of RSE through the use of SCARF.(impacted by Covid)

### **10 Sources of Further Information**

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

**This policy should be read in conjunction with the following policies:**

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality Statement
- DfE Keeping Children Safe in Education (2020)

### **Useful resources**

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).





PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>