

# **WIXAMS TREE PRIMARY SCHOOL**

## **Relationships and Sex Education Policy**

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|-----------------------|--|---|
| <b>Status:</b>        | <b>Member of staff responsible:</b><br>Headteacher | <b>Implementation date:</b><br>September 2021 |
| <b>Issue No:</b><br>2 | <b>Approved by:</b> LAB                            | <b>Next Review Date:</b><br>September 2022    |

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## **Introduction**

1. This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom
2. It was produced with guidance from the PSHE Association and through consultation with our staff, board of governors, and most importantly with our pupils and parents.
3. It will be reviewed annually to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.
4. We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.
5. We acknowledge that in order for children 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*. We understand that *high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help*.
6. As part of the Education Act 2002, all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life*.
7. We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they

are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

8. Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.
9. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### **Defining Comprehensive Relationship Education:**

1. The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*
2. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.
3. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.
4. Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.
5. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.
6. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It

helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

### **Defining Sex Education at Primary School:**

1. Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.
2. As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.
3. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.
4. In our school, relationship and sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boy's bodies function and change as they grow into adults.
5. We believe that relationship and sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.
6. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

### **Content**

1. In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach.
2. 1 decision, the programme of study adopted in every class, is delivered by the classroom teacher or a supporting member of staff in that class, importantly someone who knows the children. The local authority deliver ongoing support and training to all staff to ensure they

are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

## Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover all relevant objectives highlighted below. We will ensure RSE is matched to the needs of our pupils by regularly reviewing the objectives and activities set, highlighting needs and assessing each child individually. Our RSE programme will be taught through a range of teaching methods and interactive activities.

The curriculum used from September 2020 will be a programme of study called 1decision. This will be use from Year 1 up to Year 6.


The programme covers all necessary approaches to relationship education, using online plans, videos and work to fit the needs of all pupils.


All objectives and lessons are planned around the DfE guidance and statutory requirements and have been checked and PSHE Association Quality Assured. See appendix 1 for what children must know by the end of Primary school.


Across Key Stages One and Two, these topics are covered-


Relationships Education: Key stages 1 and 2

Topic 1: 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 for them;
- 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.

PSHE Skills

KS1 HE13

KS1 L4

KS1 RB

KS1 RP

KS2 R3

KS2 R4

KS2 R5

Keeping/Staying Safe Module

- Keeping/Staying Safe Assessment
- Road Safety
- Leaving Out of Windows
- Staying Safe

Relationships Module

- Relationships Assessment
- Touch

Being Responsible Module

- Water Spillage

Feelings and Emotions Module

- Worry
- Grief

Computer Safety Module

- Making Friends Online

Fire Safety Module

- Petty Anson
- Texting Whilst Driving

Keeping/Staying Safe Module

- Cycle Safety

Growing and Changing Module

- Growing and Changing Assessment
- Relationships (Appropriate Touch)

Being Responsible Module

- Coming Home on Time

Feelings and Emotions Module

- Anger



The Working World Module

- Chores at Home
- In-App Purchases


A World Without Judgement Module

- Inclusion and Acceptance
- British Values

Relationships Education: Key stages 1 and 2 Topic 2: Caring friendships

|   |  |   |  |
|---|--|---|--|
|  <p>Department<br/>for Education</p>   |  <p>PSHE<br/>Association</p>  |  <p>5-8 portal</p>   |  <p>8-11 portal</p>  |
| <p>People should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends;</li> <li>the characteristics of friendships, including mutual respect, trustfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;</li> <li>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;</li> <li>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.</li> </ul> | <p>PEP links</p> <p>KS1 R2</p> <p>KS1 R4</p> <p>KS1 R6</p> <p>KS1 R9</p> <p>KS1 R11</p> <p>KS1 R12</p> <p>KS1 R13</p> <p>KS2 R2</p> <p>KS2 R3</p> <p>KS2 R12</p> | <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Staying Safe</li> </ul> <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>Medicine</li> </ul> <p><b>Relationships Module</b></p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Friendship</li> <li>Body Language</li> <li>Touch</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>Helping Someone in Need</li> <li>Stealing</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Anger</li> <li>Jealousy</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> </ul> | <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Peer Pressure</li> <li>Water Safety</li> </ul> <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>Smoking</li> <li>Alcohol</li> </ul> <p><b>Growing and Changing Module</b></p> <ul style="list-style-type: none"> <li>Growing and Changing Assessment</li> <li>Relationships (Appropriate Touch)</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>Looking Out for Others</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Jealousy</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Making Friends Online</li> </ul> <p><b>A World Without Judgement Module</b></p> <ul style="list-style-type: none"> <li>Breaking Down Barriers</li> <li>Inclusion and Acceptance</li> <li>British Values</li> </ul> |





Relationships Education: Key stages 1 and 2 Topic 3: Respectful relationships

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|---|---|---|---|
|  <p>Department<br/>for Education</p>   |  <p>PSHE<br/>Association</p>   |  <p>5-8 portal</p>   |  <p>8-11 portal</p>  |
| <p>People should know</p> <ul style="list-style-type: none"> <li>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;</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>the conventions of courtesy and manners;</li> <li>the importance of self-respect and how this links to their own happiness;</li> <li>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;</li> <li>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;</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive;</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> | <p>PEP links</p> <p>KS1 L3</p> <p>KS1 R8</p> <p>KS1 R13</p> <p>KS1 R14</p> <p>KS2 L6</p> <p>KS2 R10</p> <p>KS2 R14</p> <p>KS2 R16</p> <p>KS2 R18</p> <p>KS2 R21</p> | <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Staying Safe</li> </ul> <p><b>Relationships Module</b></p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Friendship</li> <li>Body Language</li> <li>Touch</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>Practice Makes Perfect</li> <li>Helping Someone in Need</li> <li>Water Spillage</li> <li>Stealing</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Jealousy</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Computer Safety Assessment</li> <li>Online Bullying</li> <li>Image Sharing</li> </ul> | <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Water Safety</li> <li>Peer Pressure</li> </ul> <p><b>Growing and Changing Module</b></p> <ul style="list-style-type: none"> <li>Relationships (Appropriate Touch)</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>Stealing</li> <li>Looking Out for Others</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Jealousy</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> </ul> <p><b>A World Without Judgement Module</b></p> <ul style="list-style-type: none"> <li>Breaking Down Barriers</li> <li>Inclusion and Acceptance</li> <li>British Values</li> </ul> |

## Relationships Education: Key stages 1 and 2 Topic 4: Online relationships

|  |   |   |  |
|--|---|---|--|
| <br>Department<br>for Education   | <br>PSHE<br>Association                          | <br>5-8 portal   | <br>8-11 portal   |
| <p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not,</li> <li>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,</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them,</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met,</li> <li>how information and data is shared and used online.</li> </ul> | <p><b>Post links</b></p> <p>KS1 H12</p> <p>KS2 H15</p> <p>KS2 H14</p> <p>KS2 H13</p> <p>KS2 H22</p> <p>KS2 H23</p> <p>KS2 L18</p> | <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> <li>Computer Safety Documentary</li> </ul> | <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> <li>Adults' and Children's views</li> </ul> |

## Relationships Education: Key stages 1 and 2 Topic 5: Being safe

|  |   |   |   |
|--|---|---|---|
| <br>Department<br>for Education   | <br>PSHE<br>Association  | <br>5-8 portal   | <br>8-11 portal  |
| <p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context),</li> <li>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,</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact,</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know,</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult,</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so,</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> | <p><b>Post links</b></p> <p>KS1 H13</p> <p>KS1 H14</p> <p>KS1 H15</p> <p>KS1 H16</p> <p>KS1 R9</p> <p>KS1 R10</p> <p>KS2 H20</p> <p>KS2 H23</p> <p>KS2 H25</p> <p>KS2 R8</p> <p>KS2 R21</p> | <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Keeping/Staying Safe Assessment</li> <li>Staying Safe</li> </ul> <p><b>Relationships Module</b></p> <ul style="list-style-type: none"> <li>Relationships Assessment</li> <li>Bullying</li> <li>Touch</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Feelings and Emotions Assessment</li> <li>Jealousy</li> <li>Worry</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> <li>Computer Safety Documentary</li> </ul> <p><b>Fire Safety Module</b></p> <ul style="list-style-type: none"> <li>Texting Whilst Driving</li> </ul> | <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Keeping/Staying Safe Assessment</li> <li>Peer Pressure</li> <li>Water Safety</li> </ul> <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>Smoking</li> <li>Alcohol</li> </ul> <p><b>Growing and Changing Module</b></p> <ul style="list-style-type: none"> <li>Growing and Changing Assessment</li> <li>Relationships (Appropriate Touch)</li> <li>Conception</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>Looking Out for Others</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Worry</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> </ul> |

## **Answering Children's Questions:**

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet, it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
3. By tackling the topic in a matter of fact manner, without embarrassment, means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity.
4. We believe that if children ask a question they deserve an answer. If ignored, they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.
5. Staff will answer children's questions age appropriately. This will be done consistently across the school as follows:
  - Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
  - If a question is relevant to the whole class, we will answer it to the whole group.
  - However, as with any other subject, there may occasionally, where there is the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
  - If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working,"* or something of a similar manner.
  - If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
  - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like*



*to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you”*

- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

### **Parents and parental rights to withdraw:**

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

1. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE, as we recognise it can be a sensitive subject for some families for a number of reasons.
2. All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.
3. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.
4. We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach 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.**
5. Should a parent decide that they do not wish their child to take part in any of the non-statutory lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that, whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their classmates at break-time.

6. If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

### **Policy on Menstruation:**

1. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.
2. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.
3. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we may start puberty lessons to all children starting from year 4, 5 & 6.
4. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.
5. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.
6. In school, we have a menstruation kit available which contains sanitary products. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

### **Monitoring & Evaluation:**

1. The children's work is collated into a 1Decision workbook. This will act as evidence of the work the children have been involved in and document their learning experiences.
2. As part of 1decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.
3. These workbooks are kept from Year One up until Year 6 and can be used for teacher's summative and formative assessment against the statutory guidelines.
4. The person responsible for RSE in schools will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.

### **Safeguarding Children:**

10. When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.
11. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.
12. It is our practice to review safeguarding procedures in team meetings before the programme is delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations, if these may be triggered by scenarios or topics in their planned lessons.
13. We recognise that for children who may be vulnerable, due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, may require adaptations to the programme or offer of additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essentially to help them develop skills and resilience to keep them safe in future.

### **Consultation, monitoring and evaluation of policy**

This policy has been written in consultation with children, parents, staff and governors.

It will be reviewed on an annual basis, or in light of new guidance.

Date of last review:

Signed: \_\_\_\_\_ Headteacher

## Appendix 1: By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW   |
|---------------------------------------|--|
| Families and people who care about me | <p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>   |
| Caring friendships                    | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>  |
| Respectful relationships              | <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |

| TOPIC                | PUPILS SHOULD KNOW   |
|----------------------|--|
| Online relationships | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>  |
| Being safe           | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> |