



# Holland Moor Primary School

## Relationships & Sex Education Policy

<b>Date written</b>	<b>APRIL 2021</b>
<b>Date approved by FGB</b>	<b>MAY 2021</b>
<b>Review Date</b>	<b>JULY 2021</b>
<b>Author</b>	<b>Michael Beale</b>

### **1. Aims**

The aims of relationships and sex education (RSE) at our school are:

- To provide a framework in which sensitive discussions can take place;
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene;
- To help pupils develop feelings of self-respect, confidence and empathy;
- To create a positive culture around issues of sexuality and relationships;
- To teach pupils the correct vocabulary to describe themselves and their bodies.

### **2. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Holland Moor we teach RSE as set out in this policy.

### **3. Policy development (if all goes according to plan!)**

*This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:*

1. *Review – a member of staff studied all relevant information including national and local guidance including NCMP data, the Health Needs*

*Assessment Survey and Lancashire ROSE data.*

2. *Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.*
3. *Parent/stakeholder consultation – parents and any interested parties will be invited to attend a virtual meeting about the policy.*
4. *Pupil consultation – we investigated what exactly pupils want from their RSE.*
5. *Ratification – the initial draft policy was shared with governors, once amendments are made, the policy will be shared with governors and ratified again.*

#### **4. Definition**

*We recognise that:*

- RSE is part of lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.
- RSE in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other peers and adults.
- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our broad curriculum is set out as per Appendix 1.

We will continue to develop the curriculum in consultation with pupils, parents/carers and staff where the age, needs and feelings of pupils are taken into account. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Although sex education in primary schools is not compulsory, the Department for Education continues to recommend that primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

At Holland Moor Primary School we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up. We teach aspects of human sexuality and sexual health in an age-appropriate way. This

goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

There is a shared understanding of how the statutory requirements strengthen safeguarding by ensuring the curriculum fulfils its preventative role and facilitates early intervention.

Our sex education curriculum will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

## **6. Delivery of RSE**

RSE is taught within the personal, social and health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and some aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions as outlined above.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. We recognise families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also recognise that some children may have a different structure of support around them (for example: looked after children or young carers).

The school recognises that RSE must be taught at all Key Stages. Whenever RSE appears in the school's PSHE programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context too.

At Holland Moor all teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy.

In the delivery of RSE teachers will use a variety of teaching methods and resources to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils.

At Holland Moor we use SCARF (Safety, Caring, Achievement, Resilience, Friendship), a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE

Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Our PSHE subject leads, Alison Ramsey and the headteacher, work in conjunction with other teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and are responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support contacts the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE subject leads often discuss this on an informal basis. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in KS1, the children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs. In KS2B, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

We believe it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in KS2B children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

### **How PSHE education is monitored, evaluated and assessed**

We use three methods of monitoring and assessing learning within PSHE at Holland Moor Primary School:

#### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit,

enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

### **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

### **Wearing my SCARF**

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject leads also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject leads use this information in order to provide evidence for areas of development to add to the school development plan.

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

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their support plans.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home

backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

### **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

#### **7.4 Pupils**

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

#### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (RSE that falls outside the National Curriculum Science Order).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

When the headteacher receives such a request he will invite the parents to a meeting, at which he will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class (COVID restrictions permitting) where alternative work and supervision will be provided.

The right to withdrawal will be made clear to parents/carers. A copy of this policy will be made available to all parents/carers who request it or it is available on the website.

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE subject leader and headteacher through:

- a) Ensuring that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- b) Monitoring the use of teaching and learning styles;
- c) Monitoring the use of teaching materials;
- d) Evaluating the effectiveness of the school's programme

The co-ordinator will be given time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage. Pupils'



development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the co-ordinator, headteacher and the school's governing body annually. At every review, the policy will be approved by the governors and the headteacher.

In reviewing the policy we will consult the following groups:

- parents;
- staff;
- pupils;

The school will do this by forming focus groups that will look at the policy and its effectiveness.

## **11. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

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

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Behaviour/ Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

### **Useful resources/Appendix**

PSHE SCARF – overview

Science Curriculum – overview

**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--teacherresources-guidance-documents-and-training-films> (password protected).

**PSHE Association PSHE Policy Guidance** <https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-psheeducation-policy-your-school> (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>

Appendix 1: Curriculum map  
Relationships and sex education curriculum map

PHASE	TOPIC/THEME DETAILS
Early Years	<p>Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop the skills required to form friendships and think about the nature of relationships with others.</p>
Key Stage 1 (Years 1 & 2)	<p>Through work in Science, children learn about 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 PDL (Personal Development Learning) work, 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.</p> <p>They should know and understand the names of the main external parts of the body, including agreed names for sexual parts.</p> <p>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 consider the ways in which they are like and different to others and recognise that these similarities and differences must be addressed with sensitivity.</p> <p>They also learn about personal safety and how to use simple rules for recognising safe and unsafe situations and resisting pressure when they feel uncomfortable or at risk.</p>
Key Stage 2 (Years 3-6)	<p>In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 &amp; 6. Children are taught about the physical, emotional and social changes at puberty, including the need to take care of personal hygiene.</p> <p>In PSHE work, they continue to develop an understanding of relationships within a family, friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships, to respect other people's relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure.</p> <p>RSE should focus on the development of skills and attitudes, not just the acquisition of knowledge.</p>

## Appendix 2: 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>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	To include notes from discussions with parents and agreed actions taken.