

Yattendon School

RELATIONSHIP AND SEX EDUCATION POLICY

Date adopted	Spring '22	Last review date	Spring 2025
Review period	Annually	Next review due	Spring'26
Based on Surrey model?	Yes /No	Policy prepared by:	SM
Status	Statutory	Governor review:	FGB

THIS POLICY MUST BE READ IN CONJUNCTION WITH THE SAFEGUARDING POLICIES GUIDANCE LISTED AT THE END OF THIS DOCUMENT:-

POLICY INFORMATION

In keeping with current DFES legislation and the Surrey Guidelines for relationship and sex education and after reviewing existing practice within the school, a revised relationship and sex education policy was formulated in December 2024 by the PSHE and SMSC co-ordinators in consultation with the parents, staff and governors. The implementation of the policy is the responsibility of all teaching staff. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including PSHE & Citizenship/ SMSC, Teaching and Learning and Equal Opportunities.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy • Special Educational Needs Policy

What is sex and relationship education (RSE)?

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

AIMS

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares such pupils for the opportunities, responsibilities and experiences of adult life
- to help children and young people develop confidence in talking, listening and thinking about sex and relationships.
- These aims will be developed in partnership with parents and will lay the foundation for further work in secondary school.

OBJECTIVES

- To help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place during puberty.
- To comply with statements relating to sex education in the National Curriculum for Science concerning the reproductive processes in humans and animals including learning 'how a baby is conceived and born' before they leave primary school
- To develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially.
- To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.

Moral and values framework

The sex education programme will reflect the school ethos. It will also demonstrate and encourage two of the school's key values of 'responsibility' and 'respect' through the following foci:

- respect for self;
- respect for others;
- responsibility for their own actions; and
- responsibility for their family, friends, school and wider community.

Equal opportunities

Teachers will ensure that teaching is accessible to all children and young people and they will foster good relations between pupils and families, tackle all types of prejudice – including homophobia, gender reassignment, marriage and civil partnership – and promote understanding and respect.

The needs of children with special educational needs and disabilities will be met as the teachers will plan differentiated, appropriate work.

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. 37.

Teachers should ensure that all of their teaching is sensitive and age appropriate

ORGANISATION OF THE SEX EDUCATION PROGRAMME

Coordination

Sex education will be coordinated by the PSHE coordinator in consultation with the head teacher, staff and governors.

Content

Year 3 ages 7-8 Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

Year 3 Piece 1 - How Babies Grow understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals

Piece 2 Babies understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family

Piece 3 Outside Body Changes understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings

Piece 4 Inside Body Changes identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings.

Year 4 ages 8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

Year 4 Piece 2 Having A Baby correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult © Copyright: Jigsaw PSHE Ltd. 2018.

Piece 3 Girls and Puberty describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.

Year 5 9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

Year 5- Piece 2 Puberty for Girls explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me.

Piece 3 Puberty for Boys and Girls describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty.

Piece 4 Conception understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways.

Year 6 10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Year 6- Piece 2 Puberty explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty.

Piece 3 Girl Talk/Boy Talk ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive.

Piece 4 Babies – Conception to Birth describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby.

Piece 5 Attraction understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

Teaching and learning methods

RSE will be taught in the Summer term during the one hour PSHE learning slot. Teachers will use a variety of images, video clips, class discussions, reflection time and books during these sessions.

Resources

- Materials will be available for parents to view prior to their use;

- various books are available to the children;
- other materials used will be available on request.

Working with parents

The school is committed to working with parents. We aim to share the content and material with parents whenever possible and invite discussion prior to any component of the programme which may be deemed 'sensitive'. A copy of the policy will also be available for any interested parent.

Withdrawal from lessons:

Parents/carers have the right to withdraw their children from Sex Education provided at school **except for those parts included in statutory National Curriculum Science** and that included within Statutory Relationships and Health Education. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty). Should parents wish to withdraw their child they should make an application to the Head of school to discuss their concerns. Staff will be available to discuss their concerns and make appropriate arrangements.

Difficult questions

Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity. The class teacher is in the best place to judge the most appropriate response. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules are developed as part of the school's relationship and sex education policy or individually with each class or year group. These may include the following:

- 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.

Confidentiality

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they should follow the school's child protection procedures.

Pupil confidentiality is also respected and opportunities for anonymous questions to be recorded after each RSE session. These will then be sensitively acknowledged by the class teacher and addressed appropriately.

Procedures for monitoring and evaluating

Teachers will be required to evaluate their teaching programmes and feedback to the coordinator.

The Policy will be reviewed on an annual basis in meetings with staff taking into account feedback from parents and pupils.

Dissemination of the Policy

The policy will be made available to governors, staff, inspectors and visitors taking part in the programme.

THIS POLICY MUST BE READ IN CONJUNCTION WITH THE FOLLOWING SAFEGUARDING POLICIES GUIDANCE:-

Anti-Bullying
Attendance
Behaviour Management and Relationships
Child Protection and Safeguarding
Code of Safe Conduct for Staff Part A & Part B
Equality Information and Objectives
Keeping Children Safe In Education

Mobile Phone Policy
PHSE Policy
Recruitment and Selection
Safeguarding Statement
Single Equality Scheme at Yattendon and Policy
SMSC
Teaching and Learning
Using Images of Children