



VALLEY INVICTA
PRIMARY SCHOOL AT
HOLBOROUGH LAKES

Relationships and Sex Education Policy

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Relationships and Sex Education Policy

INTRODUCTION

The purpose of a whole-school Relationship and Sex Education policy is to:

- explain the definition, aims and objectives of RSE, within Personal Social and Health Education (PSHE).
- describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (parents, carers, staff, governors and pupils) have a shared understanding of this important area of the curriculum. Valley Invicta Primary School at Holborough Lakes ensures our RSE is up to date and regularly evaluated taking into account any new legislation and considered best practice. This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationship and Sex Education, RSE, is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Definition:

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (21st Century Guidance 2014)

Legal Requirements:

The Relationships Education and Health Education Regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) state that pupils receiving primary education must be taught both Relationships Education and Health Education.

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000).

This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life. This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act.

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AIMS AND OBJECTIVES

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing relationship and Sex education has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationship and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

Valley Invicta Primary School at Holborough Lakes explores RSE and PSHE within the following moral and values framework based on the following principles:

- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- The value of a stable, loving relationship.

ETHOS AND ENVIRONMENT

a. Global statement:

Specify guidance documents on which the policy has drawn - Key reference documents:

- Relationships and Sex Education (RSE) and Health Education (DfE, 2019).
- DCSF Sex and Relationships Guidance (0116/2000).
- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000).
- Keeping Children Safe in Education (2014a - Updated Sept 2016).
- The Equality Act 2010 and schools (DfE 2014b).
- Multi-agency practice guidelines: Female Genital Mutilation (2014).

The personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

b. How and to whom will the policy be shared and consulted amongst in the Whole School:

- The policy will be available to all staff, parents and Governors.

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- The SMSC team will work as a group to take responsibility for updating the school's RSE policy and helping staff deliver the RSE curriculum.
- The Local School Board will discuss and adopt the policy with a named Governor taking responsibility.

c. Working with parents and carers and the wider community:

- Role of parents.
- Keep parents informed and consulted.
- Access to resources.
- Right to withdraw.
- Confidentiality for parents.

Parents and carers have an especially important role to play in supporting PSHE, RSE and drug and alcohol education. Valley Invicta Primary School at Holborough Lakes feels confident that the schools programme compliments and supports their role. To enable this an information session for parents is held to discuss the RSE programme. Teaching resources, the video clips and lesson content is shared and shown with opportunities given for discussion and questions.

Before Valley Invicta Primary School at Holborough Lakes embarks upon its RSE special focus programme, parents/carers are informed by letter of their right to withdraw their child from certain elements of the RSE lessons and given an overview of the topics the children in each year group will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request.

d. Statement of Valley Invicta Primary School at Holborough Lakes's commitment to equal opportunities and inclusion, with reference to the school's Inclusion and Equal Opportunities policies

Valley Invicta Primary School at Holborough Lakes considers the needs of different groups within the school (boys and girls, varying home backgrounds, sexuality, SEN, LAC, faith, ethnicity and culture etc). The RSE programme is planned so that it is appropriate to pupils' age, ability, gender and maturity. We will strive to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

SPECIFIC ISSUES

a. What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Use correct terminology as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.
- Avoid the use of any slang.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours. The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community –

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both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive SRE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

b. Safeguarding:

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2018) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures. RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

c. Confidentiality:

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

Parents' right to withdraw

We are aware that the primary role in young people's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of young people in our Academies through mutual understanding, trust and co-operation. As of September 2020, Relationships Education has become statutory and therefore all children will participate in these lessons.

Parents have the right to withdraw their child from part of the sex education, but not that part covered in the statutory Science curriculum. If a parent wishes their child to be withdrawn from any aspect of sex education, they should discuss this with the Principal or appropriate senior leader, and make it clear which aspects of the programme they do not wish their child to participate in. The Academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. Alternative work will be given to students who are withdrawn from RSE.

OUTLINE

Valley Invicta Primary School delivers and teaches the RSE programme through:

- All teachers and support staff following the agreed planned curriculum during a whole school focus week
- A wide range of teaching methods to enable students to actively participate in their own learning. This is based on the **Christopher Winter Project** teaching programme. The **CWP** have been involved in PSHE Education since 1995 and have used their class-based experience to design a "Teaching with Confidence" programme. All year groups use this scheme of work as the focus for their learning
- Staff also show clips and use lesson plan ideas from SENSE – **National Children's bureau - Growing up and keeping safe.**

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In accordance with the PSHE Association (2013) core themes of 'Health and Wellbeing' and 'Relationships', Valley Invicta Primary School's aims are that:

In KS1 pupils will have the opportunity to learn:

- about change and loss and the associated feelings (including loss of toys, pets, friends and family).
- the importance of maintaining personal hygiene.
- about the process of growing from young to old and how people's needs change.
- about growing and changing and the new opportunities that increasing independence may bring.
- names for main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- rules for keeping physically and emotionally safe including the difference between secrets and surprises and understanding not to keep adults' secrets.
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention and help these people look after them.
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes, 'no', 'I'll ask' and 'I'll tell'.
- to recognise what is 'fair and unfair', 'kind and unkind' and 'right and wrong', how to respond, who to tell and how to tell them.
- to identify and respect the differences and similarities between people.
- to identify their special people, what makes them special and how special people should behave and care for each other.
- judge what physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and what to tell them).

In KS2 pupils will have the opportunity to learn:

- to recognise and respond to a wider range of feelings in others.
- to recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive and healthy relationships.
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- to be aware of different types of relationship, including those between friends and family, civil partnerships and marriage.
- to judge what kind of physical contact is acceptable or unacceptable and how to respond.
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to break a 'break a confidence' or 'share a secret'.
- that differences and similarities between people arise from a number of factors including family, sexual orientation and disability (see 'protected characteristics' in the equality act 2010).
- to realise the nature and consequences of discrimination, teasing and prejudiced based language, how to respond and ask for help.
- to recognise and manage 'dares'.
- to recognise and challenge stereotypes.
- what positively and negatively affects their physical, mental and emotional wellbeing (including media and peer pressure).
- extend their vocabulary to enable them to explain both the range and intensity of their feeling to others.
- about change, loss, separation, divorce and bereavement.
- to recognise their increasing independence brings increased risk and responsibility to keep themselves and others safe.
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (including internet).

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- recognise how images in the media do not always reflect reality and how that can affect how we feel about ourselves.
- know when to and how to ask for help and use basic techniques for resisting pressure to do something dangerous, illegal, unhealthy, that makes them anxious, uncomfortable or that they believe to be wrong.
- how their bodies will change as they approach and move through puberty.
- about human reproduction.

MONITORING AND EVALUATION

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

Valley Invicta Primary School at Holborough Lakes will review this policy and content:

- Every two years or when changes in curriculum or legislation occur.
- By Headteacher, PSHE Lead and Governing Body.

EQUALITY

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE 2014b).

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Appendix 1

Agreed names for sexual parts of the body.

Reception- Penis, vagina, breasts, nipples, testis/testicles, genitals.

Year 1- Penis, vagina, breasts, nipples, testis/testicles, genitals.

Year 2 - Penis, vagina, breasts, nipples, testis/testicles, genitals.

Year 3 - Penis, vagina, breasts, nipples, testis/testicles, genitals.

Year 4 - Penis, vagina, breasts, nipples, testis/testicles, semen, sperm, egg, ovary/ies, womb, intercourse, genitals.

NB: until year 5, there is no intention for the children to be explicitly taught the words 'homosexual', 'lesbian', 'gay' Instead there will be reference to 'same sex couples'. (2 ladies or 2 men who love and care for each other just like when a man and a lady are husband and wife). Historically there has been a need to establish that the word 'gay' should not be used as an insult and therefore it may be discussed in this context.

Year 5- Penis, vagina, breasts, nipples, testis/testicles, semen, sperm, erection, egg, ovaries, womb, hormones, glands, genitals, pubic hair, discharge, periods, wet dreams, homosexual, homophobe, sexist, lesbian, gay.

Year 6- Penis, vagina, breasts, nipples, testis/testicles, semen, sperm, erection, egg, ovaries, womb, hormones, glands, pubic hair, discharge, periods, wet dreams, foreskin, anus, urethra, labia, genitals, masturbation, homosexual, heterosexual, bisexual, homophobe, lesbian, gay.



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Appendix 2

Relationship and Sex Education - objectives for each year group.

Year 1	<p>Know names of the main parts of the body, including basic sexual parts.</p> <p>Begin to know the process from growing young to old (including, birth and death) and how people's needs change.</p> <p>Begin to understand how we keep healthy with regard to personal hygiene and washing.</p> <p>Recognise possible threats to personal safety personal space/good and bad touches).</p> <p>Building relationships (who should you trust/what is trust?)</p>
Year 2	<p>Know names of the main parts of the body, including basic sexual parts.</p> <p>Begin to develop confidence to talk about body parts and how they work.</p> <p>Begin to understand the concept of male/female and human development up to 5.</p> <p>Begin to know the process from growing young to old (including, birth and death) and how people's needs change.</p> <p>Recognise possible threats to personal safety personal space/good and bad touches).</p>
Year 3	<p>Know about personal safety including what kind of physical contact is acceptable.</p> <p>To know more about different types of relationship, including same sex couples and know there are different types of family.</p> <p>Develop confidence to talk about personal health related issues.</p> <p>Develop greater confidence in order to cope with peer pressure.</p> <p>Begin to develop appropriate challenging attitude to stereotyping.</p>
Year 4	<p>Know more about the human life cycle and its significant events e.g. becoming a parent, making new relationships, marriage.</p> <p>Know how principle body systems work e.g. reproduction.</p> <p>Know how to deal with different types of relationships and how these can change (marriage/divorce/ getting older/new siblings/step siblings).</p> <p>Develop sense of pride in our appearance and understand the need for personal hygiene and ways in which we can keep clean.</p>
Year 5	<p>Know the bodily changes (physical and mental) that will take place with the onset of and during puberty.</p> <p>Know about personal safety including what kind of physical contact is acceptable.</p> <p>Understand how different relationships require different behaviour. Develop skills to manage new relationships.</p> <p>Develop skills to recognise and challenge stereotypes/sexism.</p> <p>Develop appropriate challenging attitudes to stereotyping and prejudice.</p> <p>Information around the law and legal age for sexual relationships.</p>
Year 6	<p>Know the changes that will take place for both sexes at puberty.</p> <p>Develop confidence to talk about personal health-related issues (give definitions to words related to puberty, sex and relationships).</p> <p>Know about personal safety and what kind of physical contact is acceptable (how to resist unwanted contact/masturbation is personal and private).</p> <p>Develop skills to recognise and challenge homophobia.</p> <p>Know bacteria and viruses can affect health. (Know how to clean myself as I go through puberty.)</p> <p>Know about different types of relationships, including same sex relationships.</p> <p>Understand the benefits of caring, positive relationships. What does a positive relationship look like?</p> <p>Resisting peer pressure in the context of relationships (when is it right to have a boy/girlfriend? To know what is appropriate age related behaviour.</p> <p>Information around the law and legal age for sexual relationships.</p>



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Resources

Relationship and sex education - PSHE for schools:

https://www.centralbedfordshire.gov.uk/info/100/online_resources/570/pshe_network/9

Videos:

<http://archive.teachfind.com/ttv/www.teachers.tv/series/all-about-us-living-and-growing.html>

