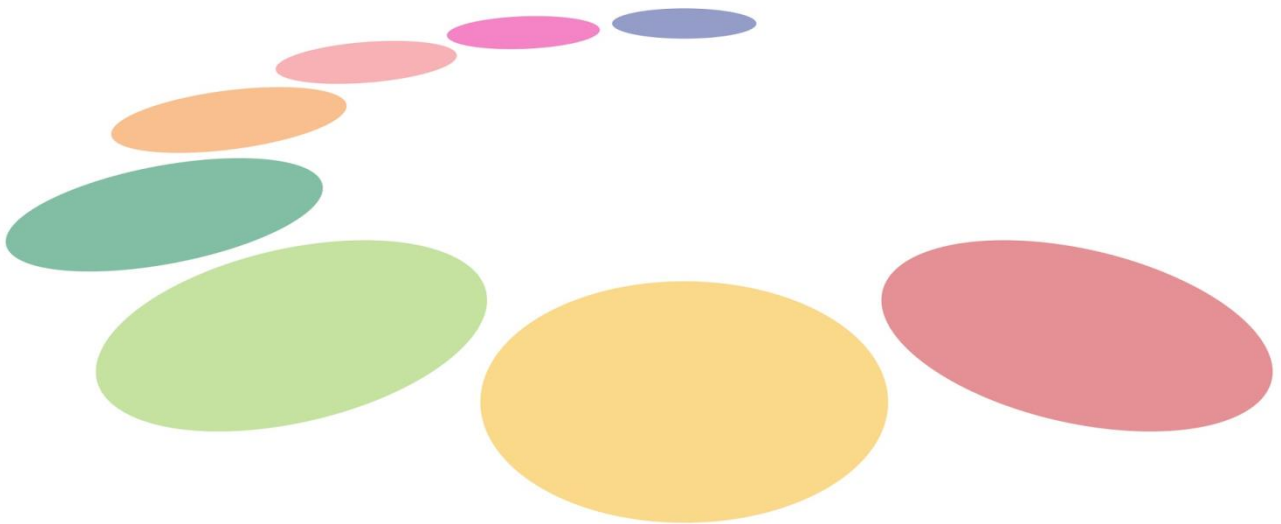


Claremont Primary School
Relationships and Sex Education Policy



Agreed Date	June 2021
Review Date	July 2023

Introduction

1.1 According to the Relationship and Sex Education (RSE) Guidance, RSE is “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of committed long term and loving relationships, including marriage, for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”.

1.2 The RSE curriculum will reflect the values of Claremont Primary School as well as the PSHE programme. It will be taught within the context of relationships and will promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Every pupil should receive their full entitlement to RSE regardless of their gender, race, ethnicity, faith or sexual orientation.

1.3 It is a statutory requirement that the children of Claremont Primary School learn about RSE within the context of both Science and PSHE teaching and learning. For our children, this includes:

National Curriculum Science – Sex Education (statutory): The formal RSE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of RSE

National Curriculum PSHE – Sex (non-statutory) and Relationship Education: It is widely recognised that RSE should be more than solely science if it is to meet children’s needs. The national RSE Guidance (DfEE, 0116/2019) advises schools on the themes that should be covered in RSE to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of self-control, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of RSE

The Equality Act Regulations 2010: The teaching in RSE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriate with issues around sexuality.

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010: It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

1.4 Aim:

Contributing to the foundation of PSHE, the school’s RSE programme aims to “inform children and young people about relationships, personal safety, hygiene and should enable them to develop personal and social skills and a positive attitude to sexual health and well-being.”

- We aim to encourage children to develop morally and spiritually into responsible citizens, and so to make informed decisions about the relationships that they form with others.

1.5 Objectives:

Our RSE programme of “Imatters” will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.
- We aim to build on and develop the children’s existing knowledge and experience of their bodies, relationships and the world around them. By using a knowledge-based approach, we feel that pupils will be better able to approach puberty and will develop into more confident adolescents.
- We use a consistent approach throughout the school in educating the pupils through formal and informal methods, cross curricular themes, science lessons, use of visiting health professionals and visits out of school.

Organisation

2.1 Curriculum

The minimum statutory requirement for RSE is that schools must deliver the National Curriculum for Science to all children within school. In addition to the Science National Curriculum, PSHCE provides an appropriate vehicle for RSE. The school use the scheme promoted by Manchester Healthy Schools, “Imatters” in order to develop our RSE teaching and learning for all children from Y1 to Y6. This is a spiral curriculum aimed at the sensitive development of knowledge, understanding and skills as a child progresses through the school. Children will engage with the relationships aspect of PSHE throughout the year. Children in year 5 and 6 will be taught about the changing body and puberty in the summer term. Topics will be covered in each year Group (Appendix a)

2.2 Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate to answer as a question are established within this RSE Policy:

- Clear ground-rules and boundaries must be established based on: Respect; Confidentiality; No personal questions; No disclosures about other pupils; Questions must be relevant to the lesson content.
- How do you know when a question is age inappropriate? – If the answer is NOT covered in the curriculum for the year the child is in.
- Questions will fall into 3 categories:
 - ~ ‘Silly questions’ – do not answer and remind the child of the ground-rules.
 - ~ ‘Concerning questions’ – follow the school safeguarding procedures.
 - ~ ‘Genuine but age inappropriate questions’ – acknowledge the question and promise to attend to it later on an individual basis.

2.3 Use of Visitors

Health professionals who are involved in delivering programmes are expected to work within the schools’ Relationship and Sex Education Policy and under the instruction of the Headteacher. However when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). A school’s RSE Policy must make this clear to parents. Where possible, a school nurse will support the teaching and learning of the “Imatters” curriculum. All visitors adhere to confidentiality and safeguarding procedures.

2.4 Working with Parents

We recognise that there may be a variety of responses from parents to the RSE curriculum. Some parents will want the school to take total responsibility for educating their child about Relationship and Sex Education with very little involvement from themselves, while other parents may not want the school to give their child any information about this subject at all. Parents have the 'right to withdraw' their children from the Sex Education content of the RSE curriculum, however at Claremont we only cover the health and science aspects of the curriculum. In the situation where children are withdrawn from RSE lessons, the school has a responsibility to find alternative provision for those children. The school has facilitated parental consultation for the new statutory guidance 2020. In response to the wishes of the parents and carers, the children will be taught in a group of boys/girls where the lesson involves sensitive content. Boys will be taught by a male member of teaching staff and girls will be taught by a female member of teaching staff where possible if the lesson involves sensitive content. No moving images will be shown.

The role of the Headteacher

3.1 It is the responsibility of the Headteacher to ensure that staff and parents/carers are informed about this Relationships and Sex Education Policy, and that the policy is implemented effectively. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any issues appropriately.

3.2 The Headteacher, PSHCE Leader and Lead Professional for Safeguarding will liaise with external agencies regarding the school RSE programme and ensure that all adults who work with children on these issues are aware of the school policy on safeguarding and confidentiality and work within this framework.

3.3 The Headteacher will monitor the policy.

The role of Governors

4.1 The Governing Body has the responsibility of setting down these general guidelines on Relationships and Sex Education. The governors will support the Headteacher in following these guidelines. Governors will inform and consult with parents/carers about the Relationships and Sex Education Policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

The role of parents/carers

5.1 The school is well aware that the primary role in children's healthy outcomes lies with parents/carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Inform parents/carers about the school RSE policy and practice;
- Invite parents/carers to view the materials used to teach about RSE in our school;
- Answer any questions parents/carers may have about the RSE their child receives in school;
- Take seriously any issue which parents/carers raise with teachers or Governors about this policy or the arrangements for RSE in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary. Policies will be found on the school website;
- Inform parents/carers about the best practice known with regard to RSE so that the parents/carers can support the key messages being given to children at school.

Monitoring and review

6.1 The Standards and Attainment Committee of the Governing Body on an annual basis will monitor the RSE Policy. This committee will report their findings and recommendations to the full Governing Body as necessary, if the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents/carers about the RSE programme and comments will be recorded.

This RSE Policy links to a number of other policies including: Anti-Bullying Policy, Safeguarding Policy, Equality Act 2010, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019.

Appendix A

Relationships content – PHSE Association Claremont Primary School

Year group	Topic	Content
Year 1	What is the same and different about us?	At the end of the unit children will be able to explain: <ul style="list-style-type: none">• what they like/dislike and are good at• what makes them special and how everyone has different strengths• how their personal features or qualities are unique to them• how they are similar or different to others, and what they have in common
	Who is special to us?	At the end of the unit children will be able to explain: that family is one of the groups they belong to, as well as, for example, school, friends, clubs <ul style="list-style-type: none">• about the different people in their family / those that love and care for them• what their family members, or people that are special to them, do to make them feel loved and cared for• how families are all different but share common features – what is the same and different about them• about different features of family life, including what families do/ enjoy together• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Year 2	What makes a good friend?	At the end of the unit children will be able to explain: how to make friends with others <ul style="list-style-type: none">• how to recognise when they feel lonely and what they could do about it• how people behave when they are being friendly and what makes a good friend• how to resolve arguments that can occur in friendships• how to ask for help if a friendship is making them unhappy
	What is bullying?	At the end of the unit children will be able to explain: <ul style="list-style-type: none">• how words and actions can affect how people feel• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable• how to respond if this happens in different situations• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

Year 3	What are families like?	<p>At the end of the unit children will be able to explain:</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
	How can we be a good friend?	<p>At the end of the unit children will be able to explain:</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Year 4	How do we treat each other with respect?	<p>At the end of the unit children will be able to explain:</p> <ul style="list-style-type: none"> • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination

Year 5	How can friends communicate safely?	<p>At the end of the unit children will be able to explain:</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
	Imatters sessions taught in the summer term by the school nurse	Boys and Girls taught separately - Puberty including the menstrual cycle and naming internal and external body parts related to this
Year 6	<p>What will change and we become more independent? How do friendships change as we grow?</p>	<p>At the end of the unit children will be able to explain:</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, • that people who love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
	Imatters sessions taught in the summer term by the school nurse	Boys and Girls taught separately - Puberty including the menstrual cycle and naming internal and external body parts related to this