



Grove Park Primary School

Sex and Relationships Education Policy

Policy For: GROVE PARK PRIMARY SCHOOL

Policy Owner: NICCI HAGUE, HEADTEACHER

Policy Date: SEPTEMBER 2020

Review Date: MAY 2022

- The Governing Body will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively.
- This policy will be reviewed bi-annually to ensure its effective application.
- Linked Policies include:
 - PSHE Policy
 - Equality Policy
- This policy and linked documentation are stored by the central administration team. For further information contact can be made by telephoning: 01795 477417 or emailing admin@groveparkacademies.org
- **This policy has been approved by the Standards Committee of Grove Park Academies on the 24th September 2020, and ratified by the Trust Board of Grove Park Academies on the 15th October 2020**

1 RATIONALE & ETHOS

- 1.1 This policy covers our school's approach to Relationships and Sex Education (RSE).
- 1.2 At Grove Park Primary School, we have based our school's Relationship and Sex Education policy on the **DfE Statutory Guidance Relationships Education (Primary) July 2019**.
- 1.3 We have incorporated the advice and guidance of the PSHE Association in the formulation of our relevant policies and in the structure of our curriculum.

2 LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

- 2.1 **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**, made under **sections 34 and 35 of the Children and Social Work Act 2017**, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.
- 2.2 Non-statutory guidance recommends that Primary Schools offer a Sex Education curriculum suited to the needs of their children.
- 2.3 This RSE policy complements the following Grove Park Primary School policies:
- PSHE policy (incorporating SMSC and British Values policies)
 - Safeguarding policy
 - Science policy
 - ICT policy
 - Behaviour Policy
 - Equality Policy
- 2.4 Documents that inform the school's RSE policy include:
- Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006)
 - Equality Act (2010)
 - Supplementary Guidance SRE for the 21st Century (2014)
 - Keeping children safe in education – statutory safeguarding guidance (2016)
 - Children and Social Work Act (2017)

3 WHAT IS RELATIONSHIPS AND SEC EDUCATION (RSE)?

- 3.1 We define RSE as 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).
- 3.2 A comprehensive programme of RSE 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.
- 3.3 We believe high quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.
- 3.4 The PSHE Association deems it essential for the following reasons:
- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
 - Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
 - Older pupils frequently say that relationships and sex education was "too little, too late and too biological". Ofsted reinforced this in their 2013 Not Yet Good Enough report.
 - RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
 - Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the **Education Act (1996)** to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- 3.5 The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the **Sexual Health Improvement Framework (2013)**, while the Department for Education's paper **The Importance of Teaching (2010)** highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

4 THE PRINCIPLES OF HIGH-QUALITY RELATIONSHIPS AND SEX EDUCATION

4.1 At Grove-Park we are committed to provide **age-appropriate** Relationships and Sex Education throughout the school.

4.2 We adhere to the principles of high quality RSE as defined by the PSHE Association, who state that:

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

4.3 That, it contributes to:

- a positive ethos and environment for learning
- safeguarding pupil (**Children Act 2004**), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in assessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

5 AIMS AND OUTCOMES

5.1 Relationships Education

- The DfE (July 2019) sets out the aims of statutory Primary Relationships Education as follows. These outcomes are what children should know before leaving Primary Education.

5.2 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
- 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

5.3 NB: Marriage in England and Wales is available to both opposite sex and same sex couples. **The Marriage (Same Sex Couples) Act 2013** extended marriage to same sex couples in England and Wales. The ceremony through which a couple

get married may be civil or religious.

5.4 **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

5.5 **Respectful relationships**

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

5.6 **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

5.7 **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

6 SEX EDUCATION

- 6.1 As part of DfE guidelines (2019), it is a requirement to teach about The Changing Adolescent Body (including physical and emotional changes during puberty, and menstruation in particular) as part of the statutory Health Curriculum. (Please see Grove Park PSHE policy for further details.)
- 6.2 The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- 6.3 As part of our non-statutory Sex Education curriculum (taught in accordance with the principles of high quality SRE and as an integrated part of our PSHE curriculum), we also use PSHE Association Medway Materials in our units on How Do We Grow and Change? (delivered in Year 4) and What Makes A Happy and Healthy Relationship? (delivered in Year 6).
- 6.4 In accordance with government advice, we believe these materials meet the needs of the children in an age appropriate manner and allow them timely opportunities to ask questions that they may have. We always inform parents as to when these units will be taught so that they may also manage any questions/broach any relevant topics at home.
- 6.5 In this modern age of highly-accessible information and studies showing that high numbers of primary school-age children have seen pornographic images, we believe it vital that children have access to information they may seek in a reliable, safe educational environment, and that they are properly informed.
- 6.6 Sexting as a safeguarding issue is something that is becoming more prevalent and so this is broached in an age appropriate manner within our Year 6 PSHE and ICT curriculum.

7 ROLES AND RESPONSIBILITIES

- 7.1 The RSE programme will be led by the PSHE co-ordinator and taught by class teachers. This will be supported in class by Teaching Assistants. There may be occasions when outside agencies are invited in to complement this teaching – such as visits from the NSPCC to deliver content from their PANTS and Speak Out, Stay Safe campaign.
- 7.2 The PSHE co-ordinator will liaise with external agencies regarding the school RSE and ensures that all adults who work with children on these issues are aware of the school policy, and work within this framework.
- 7.3 It is the responsibility of the PSHE co-ordinator to ensure that both staff and parents are informed about our relationships and sex education policy, and that the policy is implemented effectively.
- 7.4 It is also the PSHE coordinators responsibility to ensure that staff are given training, so they can teach effectively and handle any difficult issues with sensitivity.
- 7.5 This is monitored regularly and Governors reported to when requested.

8 CURRICULUM PROVISION

- 8.1 Our SRE programme has been designed to meet the aims and outcomes outlined earlier and is an integral part of our whole school PSHE education provision. Our programme of study follows a spiral curriculum model, where key topics are revisited and built upon as the child goes through the school.
- 8.2 The PSHE curriculum plan can be found in **Appendix A**.
- 8.3 The content will be planned and delivered through a combination of dedicated PSHE lessons, and also through cross-curricular opportunities in ICT, Science, English, History, Maths, PE, etc. – for example, looking at notions of rights, equality and prejudice when studying Martin Luther King Jr in History.
- 8.4 Plans are monitored by the PSHE Co-ordinator. Plans and activities will be appropriately differentiated so that all members of the school community can access the content.
- 8.5 Whole school, Key Stage and Year Group assembly time will also be used to cover and reinforce some of the content.
- 8.6 Much of the content is also embedded in the values of the school and referred to regularly as part of the culture of the school. For example, the idea of respecting everyone is something at the core of our values, regularly talked about during assembly time, and embedded in our behaviour policy. The key values of cooperation, kindness, good manners, resilience, effort and respect are rewarded on a weekly basis as part of our Celebration Assembly.

8 INVOLVING LEARNERS

- 8.1 Grove Park Primary School is an inclusive school and we are opposed to all forms of discrimination based on race, gender identity, faith, language, sexual orientation, age, disability or any other status. Language which is in any way discriminatory will not be tolerated and will be challenged (see Equality Policy).
- 8.2 Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.
- 8.3 It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

9 ASSESSMENT

- 9.1 Whilst there is no formal assessment expectation, children will be encouraged to reflect on their learning throughout the curriculum and to make links with their prior learning.
- 9.2 As the curriculum becomes embedded, the PSHE lead will seek out the opinions of the pupils to assess its success, and to inform improvements and adaptations to best suit the needs of the children.

10 SAFE AND EFFECTIVE PRACTICE

Ground Rules

- 10.1 It is essential that pupils feel comfortable and confident when talking, listening and thinking about sex and relationships, therefore the following ground rules are set to create a safe environment to minimise any embarrassment or anxiety about unintended or unexpected questions or comments from pupils.
- 10.2 By embedding the curriculum in an age appropriate way throughout the year groups, any embarrassment is minimised –
- for example, if teachers are using the correct names for body parts, from lower down the school, it ceases to be the root of amusement or embarrassment it might have been if they suddenly encounter such terms in year 5.
- 10.3 We believe that Ground Rules are an important process for a class or year group and that these should incorporate the following:
- No teacher or pupil will have to answer a personal question.
 - No-one will be forced to take part in a discussion.
 - Meanings of words will be explained in a sensible and factual way.
 - The use of correct names for body parts will be encouraged.
 - There will be opportunities to ask questions anonymously
- 10.4 Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.
- 10.5 Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Safeguarding

- 10.6 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Should this occur, the school's safeguarding policy will be adhered to and a concern raised with a Designated Safeguard Lead (DSL) in compliance with our safeguarding procedures.

11 ENGAGING STAKEHOLDERS

Parents and the wider community

- 11.1 We recognise that the primary role in children's sex education lies with the parents and carers. We seek to build a positive and supporting relationship with the parents of children at our school and the wider community through mutual understanding, trust and cooperation.
- 11.2 In promoting this objective, we will:
- hold parent meetings where the content of the units, How Do We Grow and Change? (delivered in Year 4) and What Makes A Happy and Healthy Relationship? (delivered in Year 6) with the relevant resources are shared and discussed
 - inform parents about the school's sex education policy and practice through the school website
 - answer any questions that parents may have about the sex and relationship education of their child
 - take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in school
 - reassure parents that the personal beliefs and attitudes of staff will not influence the teaching of RSE, all those contributing to the programme are expected to work within aims and objectives listed above
 - inform parents of their right to withdraw children from discrete RSE lessons
 - work closely with valued members of the community such as members of the Local Health Authority

12 RIGHT TO WITHDRAW YOUR CHILD

- 12.1 From September 2020, a pupil cannot be withdrawn from Relationships Education, from Health Education (incorporating teaching on puberty and menstruation) or from the elements of sex education that are covered by the Science National Curriculum (including correctly naming body parts and the biological details of reproduction) as these are all statutory requirements.
- 12.2 Parents of primary age pupils are able to withdraw their child from any part of sex education that does not fall under those statutory requirements. Therefore, pupils who are withdrawn from discrete sex education lessons will still receive the biological information but not taught in the context of relationships.
- 12.3 In the instance that the right to withdraw is exercised, parent/carers should be made aware that RSE could arise naturally from class discussion. Children whose parents/carers exact their right to withdraw them from RSE will be temporarily transferred to an alternative class.

GROVE PARK PRIMARY SCHOOL
SEX AND RELATIONSHIPS EDUCATION
APPENDIX A

Grove Park PSHE Curriculum: Overview					
Opportunities and Diversities		Democracy & Freedom	Environment		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and Summer 2	
YEAR 1					
How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; and feelings and bodies can be hurt	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What can we do with money? Where money comes from; spending; saving; keeping money safe	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help	
YEAR 2					
What is the same and different about us? Recognise what they are good at; set simple goals; growing and changing and being more independent; naming body parts correctly (including external genitals); belonging to different groups.	What is bullying? Hurtful teasing and bullying are wrong; what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feelings; sharing feelings	How can we help? Group and class rules and why they are important; respecting own and others' rights and needs; privacy; looking after the environment	How can we be healthy? Things that keep bodies and minds healthy (activity; rest; food; hygiene routines; healthy choices	How can we keep safe in different places? Rules for keeping safe in different places, including online; people who work in the community; asking for help; including in an emergency.
YEAR 3					
What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets.	What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe.	How can we describe our feelings? Wider range of feelings; conflicting feelings experienced at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to others' feelings.	What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others.	What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in the local environment; how to get help in an emergency; people who help them stay safe	How can we eat well? What makes a balanced lifestyle; balanced diet; making choices, what influences choices

YEAR 4

What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world, stereotypes	How can we be a good friend? Recognise wider ranges of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; who to ask for advice.	How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions that affect themselves and others; people who help them stay healthy and safe.
--	--	---	---

YEAR 5

What makes us enterprising? Different ways of achieving personal goals; high aspirations; growth mind-set; setting up an enterprising; what enterprising means for work and society.	What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people around the world	How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe. Possible local concern content: vulnerability in terms of gangs
--	---	--	--	---

YEAR 6

What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed, loving relationships (including marriage, civil partnership); human reproduction (this will come under science also)	What are human rights? Why and how laws are made; taking part in making and changing rules; the importance of human rights; rights of the child; right to protect their bodies (inc. FGM and forced marriage); confidentiality and when to break a confidence.	How can money affect us? Finance and its roles in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues.	How can we stay healthy? What positively and negatively affects health; making informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing.	How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect well-being; how to handle anti-social or aggressive behaviours.
---	--	--	--	---

Colour coding key

Rights and responsibilities	Health	Money	Feelings and friendships	Safety and risk	Identity
-----------------------------	--------	-------	--------------------------	-----------------	----------