



Cranford Primary School
Berkeley Avenue
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Relationship and Sex Policy

Date: Spring 2023

Review Date: Spring 2024(or sooner if changes
to the law or practice)

Approval Level: Governing Body

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

The purpose of this policy is to:

- clarify the legal requirement and responsibilities of the school;
- clarify the schools approach to relationship and sex education (RSE) for all staff, pupils, governors, parents, carers, external agencies and the wider community;
- give guidance on developing and implementing and monitoring the RSE education programme;
- provide a basis for evaluating the effectiveness of the school SRE programme; and to
- reinforce the role of the schools in contributing to local and national strategies.

Rationale

The needs of young people and the role of schools

The prevalence of social media and internet usage in our society mean that children are potentially at risk of exposure to online pornography, sexting, cyber bullying, grooming and sexual exploitation and need to learn skills to help them better understand how to stay safe online. Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our schools approach to SRE is in line with the Government's strategy and guidance given to schools in Department for Education 'Sex and Relationship Guidance' 2000.

The overall aims of the school and National Curriculum are:

- to help children build healthy relationships and stay safe.
- to promote pupil's spiritual, moral, social and cultural development, and
- to prepare all pupils for the opportunities, responsibilities and experiences of life.

The Department for Education 'Sex and Relationship Guidance' (2000) recommends that 'effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents and carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviors and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfE 'Sex and Relationship Guidance', 2000.

Rationale

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.... "It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively."

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science.

Aims

The overall aims of the SRE programme are to provide accurate information about, and understanding of, SRE issues. SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and to give pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their

own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.

The objectives of Relationship and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify and reinforce existing knowledge;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers, the media and the online community;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Content

The programme we follow will be based on national guidelines provided by the Department for Education and will be sensitive to the age and experience of our pupils. It will be delivered by class teachers through the Personal, Social and Health Education and the National Science Curriculum.

Methodology and Resources

We use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association. We have selected this scheme in consultation with the local authority as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

The Teaching Programme for Sex and Relationship Education

Legal requirements – Statutory Objectives

All schools must teach the following as part of the Early Years / National Curriculum - parents do not have the right to withdraw their child/children from these lessons.

As part of our PSHE/Relationships Education programme of study, children will be taught:

- what a relationship is;
- the different types of relationships they might have e.g. with family members, friends, and other adults;
- the importance of healthy and secure relationships to wellbeing;
- what constitutes a healthy relationship, in person and online;
- how to set and observe appropriate boundaries in relationships;
- how to recognise when a situation is unsafe;
- strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below:

Families and people who care for me

Children 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.

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.

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.

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.

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 e.g. family, school and/or other sources.

NON-STATUTORY SEX EDUCATION

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 5 onwards.

As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

Sex education is not compulsory in primary schools, therefore we have chosen to not cover human reproduction and conception after taking careful consideration regarding our community.

To support Year 5 and 6 pupils through their preparation to puberty, we will be covering a puberty talk to these pupils. During this talk, we will be covering the scientific objectives regarding:

- changes in body (female and male)
- puberty in girls
- puberty in boys
- the journey from birth to an teenager

All these aspects will be taught in same sex groups and in a manner that raises awareness but not depth on an adult level. The rationale behind sharing the information listed above is to prepare the children for the changes that do occur and to support their transition to secondary school.

Answering student's questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal, teachers will remind pupils about the ground rules. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures. Teachers will always communicate any concerns to parents regarding questions raised.

Staff Training

All staff are provided with adequate training and support to help them deliver effective Sex and Relationships Education and respond to situations with consistency and sensitivity taking account of religious, social and cultural issues. As part of staff induction and on-going CPD provision we will contact the local authority SRE Consultant for details of training programmes including in-school training opportunities.

SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. 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. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy). We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

Outside Agencies

Outside agencies may at times be used to complement the SRE programme following the LA guidelines for 'Working With Visitors in Schools'. We may use Hounslow Nurses to support the puberty discussions in Year 5 and 6.

Assessment, Monitoring and Evaluation

Teachers assess the children by making informal judgements as they observe them during lessons and by carrying out formal assessment of their work based on specific learning intentions and set objectives. We have clear expectations of what the pupils will achieve and know of the skills they will acquire by the end of the Key Stage.

Parents

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required. We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE coordinator or the head teacher who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.