



Milecastle Primary School

Relationships and Sex Education Policy

January 2024

MILECASTLE PRIMARY SCHOOL
SEX AND RELATIONSHIPS EDUCATION POLICY

RATIONALE AND ETHOS

At Milecastle Primary school we believe that children should grow up happy, healthy and safe in our increasingly complex and diverse society. That is why we believe that effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. Through a structured approach, within an environment where differences are celebrated, openness and honesty are encouraged and everyone's voices are heard, we feel that we can equip our children, in partnership with their parents, to be able to deal with their own and others' feelings as well as providing them with correct information to make decisions.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will explore what a relationship is, what friendship is, what family means and who can support them in an age-appropriate way, with our school values of kindness, consideration and respect at its core.

Sex and relationships education is not delivered in isolation but is firmly rooted within our framework for PSHE and adhering to our school values.

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

The Department for Education's guidance for health education, relationships education and RSE (June 2019) became statutory in September 2020. The DfE states;

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.'

This covers broad areas of particular relevance and concern to children and young people today. It ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

The RSE policy supports the 2010 Equality act by fostering gender equality and LGBT and religious equality.

OUR CURRICULUM

The aims of our curriculum are;

- To place the child at the centre of a programme that helps them to understand the values and morals inherent within the context of personal development.
- To help a child develop respect for friendships and relationships by encouraging positive role modelling within the school environment.
- To provide children with information that is easy to understand and appropriate to their age and maturity.
- To enable children to develop self-esteem and confidence, thus helping them to respect themselves and others.
- To develop communication skills which enable children to explore and clarify their values and attitudes.
- To develop in the children a sense of responsibility for their own actions within their family, school and the wider community.
- To prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.

CURRICULUM DESIGN

- From reception onwards and building on early education, children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. They will learn about their own and others' personal space and boundaries, showing respect and understanding and knowing the differences between appropriate and inappropriate or unsafe physical contact.
- The content of relationships and sex education programmes of work reflects the age and maturity of the children. The programme is taught through PSHE, RE and through the science requirements for key stage 1 and 2 together with Foundation Stage work.
- The PSHE programme has been developed using a question based approach beginning in Foundation Stage with 'what?' and 'who?' questions and building throughout Key Stage 2 with 'why?' and 'how?' questions. As far as possible these questions are linked to each term's overarching enquiry question or science content. The core themes in PSHE are 'Relationships', 'Health and well-being' and 'Living in the wider world.'
- Biological aspects of RSE are taught within the science curriculum.
- Sex education focusses on preparing the children for the changes that adolescence brings and how a baby is conceived.
- Relationships education focusses on teaching characteristics of positive relationships including
 - *Families and people who care for me
 - *Caring friendships
 - *Respectful relationships
 - *Online relationships
 - *Being safe

- These areas of learning are taught within the context of family life whether families include two parents, single parents, LGBT parents, adoptive parents, foster parents/carers or grandparents heading up a family. It is important to also reflect sensitively that some children may have a different structure of support around them (for example: Looked after children or young carers.)
- We will ensure RSE is matched to the needs of our pupils by assessing children's understanding prior to undertaking each unit of work. This will be carried out either through circle time activities, draw and write activities or mind maps.
- For some SEND children the content of some lessons may need to be tailored to the specific needs of the child.
- RSE is taught in the main by the child's class teacher or higher level teaching assistant. Health professionals and ICT consultants also provide specialist guidance for children, teachers and parents within sex education, personal safety and online safety.
- Our RSE programme is taught through a range of teaching methods and interactive activities, including circle times, the use of video clips and stories.
- High quality resources are used many of which have been quality assured by the PSHE association.
- Parents will be informed about the PSHE content being taught each half term to enable them to discuss any issues with their children.
- Parents will be informed whenever lessons related to sex education are going to be taught and invited into school to view any materials used and discuss the content of the lessons. They will also be informed of the right to withdraw their children from these lessons.

SAFE AND EFFECTIVE PRACTICE

A safe learning environment will be created by ensuring that teaching is age or developmentally appropriate and that children know and adhere to ground rules for RSE:

- All children have a voice but that they do not ever have to say anything if they don't want to.
- All children's contributions will be respected and valued.
- Children should not speak when another person is talking.

Children should have the opportunity to ask questions anonymously. This may involve having a questions or comments box in the classroom. Difficult questions may be dealt with either by talking to children individually or in small groups or by asking advice from the designated safeguarding lead or a health professional.

All staff teaching RSE will be supported by good quality resources, advice from the PSHE coordinator or a health professional. Staff will be offered RSE training either in school or externally.

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. Issues of this nature should be reported to the designated safeguarding lead or those deputising. All Visitors/external agencies which support the delivery of RSE should also comply with these procedures and should hold an enhanced disclosure. Visitors are expected to adhere to professional boundaries and should always wear a visitor's badge.

ENGAGING STAKEHOLDERS

- Parents will be able to view this policy through the website.
- Parents will be informed each half term about the content of their child's PSHE lessons.
- Parents will be invited to view materials and talk to staff before any sex education lessons take place.
- Parents have the right to withdraw children from sex education but relationships education is compulsory.
- Pupil voice will be used to review and tailor our RSE programme.
- Governors will be informed of the RSE policy and curriculum initially through consultation with the curriculum sub team and then through a full governing body meeting.

Note: This policy is to be read in conjunction with the PSHE Policy.

MONITORING, REPORTING AND EVALUATING

- Teachers will critically reflect on their work in delivering RSE and adjust it accordingly.
- Children will have opportunities to review and reflect on their learning during lessons.
- The PSHE coordinator will monitor the delivery of RSE through planning scrutinites, lesson observations and pupil voice.
- Pupil voice will be influential in adapting and amending planned learning activities.

RSE POLICY REVIEW DATE

This policy will be reviewed in Jan 2025 by the PSHE coordinator in conjunction with children, staff, parents and governors.

This policy has been reviewed in consultation with staff, governors, pupils and parents.

Other relevant policies:

Anti Bullying

Child protection

Confidentiality

Equal opportunities

Health and safety

Internet safety

Mobile phone

Physical intervention

Positive handling

PSHE

RE

Racial equality

Safeguarding

SMSC

Visitors in school

An overview of our PSHE curriculum can be found in Appendix 1

An overview of Relationships education for each year group can be found in Appendix 2

Appendix 2

Relationships education overview of year groups

Reception

How can we all work together?

Exploring sharing and how we share space, friends and toys at school.

Who is special to us?

Exploring our families and friends. What do families look like? What is a friend?

How do I make the right choices?

What is a good choice and a bad choice? What are the consequences of the choices we make both for ourselves and others?

Year 1

What is the same and different about us?

Exploring ourselves and others, our similarities and differences, what makes us individual and unique? What are different parts of our bodies called? Which parts of our body are private?

Who is special to us?

Exploring ourselves and others, people who care for us, groups we belong to, families.

Year 2

What makes a good friend?

Exploring friendship, feeling lonely, managing arguments.

What is hurtful behaviour?

How do words and actions affect how people feel?

What does bullying mean and what forms can it take? Learning how to be respectful of others.

Year 3

How can we be a good friend?

Friendship, how to make making positive friendships, how to manage loneliness, how to deal with arguments, how to ask for help if a friendship makes them feel unhappy or unsafe.

What are families like?

What makes a family? How are families different and similar? How do families care for each other? What do I do if something makes me feel worried or unsafe within my family?

Year 4

How do we treat each other with respect?

How do we have respect for ourselves and others, How can our behaviour affect others, including on line, what is courteous behaviour? What are our human rights and our responsibilities? How do we respond if we witness or experience exclusion, disrespect or discrimination, how should we respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns.

Year 5

How can friends communicate safely?

Exploring how friends and family communicate together and how the internet and social media can be used positively. How does knowing someone online differ from knowing someone face-to-face? On line safety, how can we respond to peer pressure? How can we ask for help if we feel under pressure?

Year 6

What will change as we become more independent?

Explore the different kinds of relationships we have throughout our lives. How will we change and growing as we approach puberty and adulthood? How are babies made? Explore the responsibilities that independence brings, How to manage change both physical, our feelings and our transition to secondary school.

Appendix 1

Milecastle Primary School PSHE long term planning overview.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>What colour do you feel?</u> How can we all work together?	Who is special to us?	<u>What are the right choices?</u> How do I make the right choices?	<u>How do we keep safe?</u>	<u>What makes nature beautiful?</u> How can we make something better?	How have we grown and How will I change?
Year 1	<u>How does building bridges strengthen communities?</u> What is the same and different about us?	Who is special to us?	<u>Can disasters have a positive impact?</u> Who helps to keep us safe?	How can we look after each other and the world?	<u>Do we need to adapt in order to survive?</u> What helps us stay healthy?	What can we do with money?
Year 2	<u>How can nature inspire us to develop technology?</u> How do we recognise our feelings?	What jobs do people do?	<u>Can our dreams come true and benefit others?</u> What helps us to stay safe?	What makes a good friend?	<u>What are the advantages and challenges of living on an island?</u> What is is hurtful behaviour?	What helps us grow and stay healthy?
Year 3	<u>How can a picture tell a story?</u> How can we be a good friend?	What are families like?	<u>How has conflict changed our country?</u> What makes a community?	Why should we eat well and look after our teeth?	<u>How does disaster develop strength and resilience?</u> What keeps us safe?	Why should we keep active and sleep well?
Year 4	<u>How do the problems we face build creative innovators?</u> What strengths, skills and interests do we have?	<u>What decisions can people make with money?</u>	<u>Is invasion always wrong?</u> How do we treat each other with respect?	How can we manage risk in different places?	<u>How are rivers important in our lives?</u> How can we manage our feelings?	How will we grow and change?
Year 5	<u>How can science and technology save our planet from climate change?</u> What makes up a person's identity?	What jobs would we like?	<u>How are we having an impact on the sustainability of our planet?</u> How can our choices make a difference to others and the environment?	How can drugs common to everyday life affect health?	<u>Has faith and community always created a successful society?</u> How can friends communicate safely?	How can we help in an accident or emergency?
Year 6	<u>How can we make the best out of what we have?</u> How can we keep healthy as we grow?	<u>How has reform and forgiveness changed over time?</u> How can the media influence people?		<u>Can fair trade truly exist without reform?</u> What will change as we become more independent? How do friendships change as we grow?		

