



Growing at Meadowside Primary School

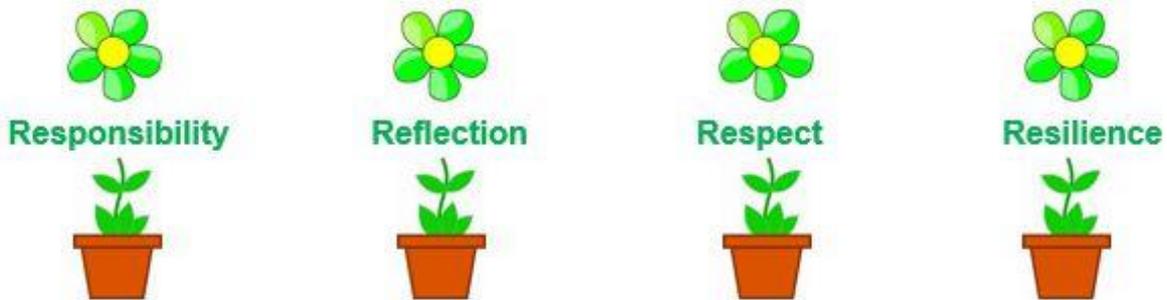
Relationships and Sex Education Policy 2021-2022

Our Vision

Meadowside is a nurturing community primary school with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.



Chair of Governors:	Angela Pratt	Signed:
Chair of Committee:	N/A	
Committee Responsible:	Full Governing Body	
Staff Responsible:	Emma Fitton	
Date reviewed:	September 2021	
Next Review:	September 2022	
Location of Policy:	T:\Policies	
Upload to Website:		Date uploaded: September 2021

EQUALITY DUTY

At Meadowside Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

Relationships and Sex Education Policy

Relationships and sex education (RSE) is a lifelong process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy. At primary school level, it is about laying the foundation for teaching in the context of feelings, friendships and relationships with a backdrop of understanding biological processes.

1. Rationale and Statutory Requirements

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. As a primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school, we have chosen to teach further elements of sex education in order to ensure all pupils have a full range of knowledge. RSE is not about the promotion of sexual activity. It is taught as a combination of sharing information, and exploring issues and values.

2. Aims

At Meadowside, we aim for every pupil to leave the school as well-rounded individuals who have the knowledge and skills required to make positive choices for themselves, their bodies and those in the community around them. We want to give them a safe space within the school that they can ask questions and learn from each other by listening to different perspectives. By implementing RSE as set out by this policy, we aim to make a greater impact on the development of those skills and their understanding of how relationships work and helping all pupils to fulfill their potential.

The objectives of relationships and sex education (RSE):

- Create a positive culture around which pupils and teachers can conduct sensitive discussions.
- Teach what safe and unsafe relationships look, sound and feel like.
- Provide children with an understanding of what responsibilities they have towards themselves and others.
- Help develop skills that enable them to be reflective of the possible consequences of their actions.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of respect for themselves, their bodies and their peers as well as understanding of what their personal boundaries are.
- Teach children that not all relationships are the same. They can vary between individuals, couples, friendships and families.

3. Parental Involvement and Support

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

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take any issues seriously that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE that are not a part of the science curriculum. They will receive notification of forthcoming sex education lessons and will be provided with many of the teaching materials that might be used. Requests for withdrawal should be put in writing and made clear which aspects of the programme they do not wish their children to participate in. Requests for withdrawal will then be discussed with the Head Teacher. The school always complies with the wishes of parents in this regard, however many aspects of the lessons are part of the Science curriculum which is statutory. Alternative work will be given to pupils who are withdrawn from sex education. This may include being asked to take part in alternative PSHE lessons.

4. Curriculum

Our RSE curriculum is sequenced as per Appendix 1. As a school, we use the 'You, Me, PSHE' scheme which incorporates different aspects of RSE, across the different strands of learning. Years 1, 3 and 5 do not receive discrete relationships education as part of the scheme. Therefore, additional content, which has been chosen based on guidance from the PSHE association, is used to meet the needs of those pupils. In addition, we use the 'protective behaviours' framework to help develop pupil's understanding of personal safety, help increase their confidence and empower them to problem-solve.

It is the responsibility of class teachers, who know their children best, to decide how and when to teach the different aspects of the RSE curriculum. For example, they may choose to cover objectives that answer children's queries about current news cycles or respond to specific behavioural issues that have been raised within or outside the classroom. Therefore, additional content, may be required to meet the needs of their pupils.

We have developed the curriculum by taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education may focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Age of consent for sexual activity
- The stages of sexual development

In addition to sex education that is provided by class teachers, the school nurse is invited into school to discuss the biological changes that occur during puberty. For more information about our RSE curriculum, see Appendices 1 and 2.

5. Resources

The school uses a wide range of resources to support the teaching of RSE.

Books, poems, DVDs, leaflets and teaching packs are carefully selected to support the PSHE curriculum as a whole as well as focusing on the RSE components.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse give us valuable support with our sex education programme.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Some aspects may be taught through other subjects when curriculum objectives cross over. For example, in computing lessons teachers may choose to teach pupils what positive and negative friendships look like online and what the possible risks are.

Relationships education focuses on teaching the fundamental building blocks and 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, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

It can also be learned through the 'informal curriculum':

Pupils frequently raise issues which relate to RSE e.g. a young child wants to share with everyone that his/her mother is having a baby. When such spontaneous discussions arise, it should be treated in a way which encourages children to be aware of moral considerations and the value of human relationships. Teachers should allow open discussions to take place although pupils should have a clear understanding of what is and isn't appropriate in the classroom setting. Therefore, expectations of behaviour are made clear.

7. Equal Opportunities

The teaching staff and the Governing Body are committed to supporting the personal health and welfare of every pupil at school. Every pupil must have opportunities throughout their time at school to follow a carefully planned programme for RSE, which closely relates to their individual needs and stages of development. The learning styles of all children are taken into account and activities are differentiated or include scaffolding in a way that allows all pupils to access the curriculum. If a teacher has concerns about a pupils cognition and learning, they can record and report this using a 'record of concern' that can be found in appendix 3.

We aim for there to be some confidentiality surrounding the discussions that take place, however we cannot guarantee this in all cases. If a pupil says something that might be cause for concern it is the responsibility of the class teacher to report any concerns to the DSL. Visitors should be aware of what the safeguarding policy is before conducting any sessions with pupils.

7. Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Ensuring all RSE objectives are being covered
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- › Reporting any safeguarding concerns that may arise from these lessons.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher, their line manager or the PSHE subject leader.

PSHE Subject Leader

- › Monitoring coverage of the RSE curriculum
- › Responding to any queries staff may have concerning RSE
- › Implementation of the RSE policy
- › Reviewing the effectiveness of the RSE policy and updating when appropriate
- › Listening and answering queries about the PSHE curriculum from staff, pupils or parents

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Safeguarding

Teachers conduct RSE in a sensitive manner and in confidence. However, if a child makes a report of being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or harmful sexual behaviour. In these circumstances, the teacher will deal with it seriously and as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL. The DSL will then deal with the matter in consultation with health care professionals. A comprehensive set of all allegations are recorded and kept. (See also Child Protection, Safeguarding Policy and Part 5: Child on Child Sexual Violence and Sexual Harassment of the Keeping Children Safe in Education 2021 Guidance).

9. Assessment

Pupil's learning against the lesson's objectives are assessed throughout using a range of assessment for learning techniques. A baseline assessment is carried out at the beginning of a new piece of learning with a range of assessment for learning strategies built into the lesson to gauge understanding, adapt teaching and promote maximized learning. Units finish with a post-unit assessment which helps to measure the progress made. This should then also inform future learning. Each year group has a 'Learning Journal' where evidence of the year groups progression through the scheme can be shown. Each pupil has a PSHE folder which individually completed worksheets can be kept.

In order to ensure that this policy is effectively implemented, teachers need to review the work they have planned and the learning that has taken place. Monitoring takes place through samples pupils work, lesson planning, book scrutiny, pupil voice, lesson observations, year group learning journals and pupil's PSHE folders.

10. Monitoring and Review

The Head Teacher and staff will consult with the Link Governor and review this policy each year. Any requested amendments will be presented to the Governing Body for discussion and approval. This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the governing board and senior leadership team.

Appendix 1: RSE Curriculum Map

YEAR GROUP	TERM	OBJECTIVES
Reception	Autumn	<ul style="list-style-type: none"> Children role-play and learn about the roles of different people within different scenarios. Children must resolve conflicts over who can be what role.
	Spring	<ul style="list-style-type: none"> Children role-play and learn about the roles of different people within different scenarios. Children must resolve conflicts over who can be what role. Children will know about who can be trusted both in and out of school
	Summer	<ul style="list-style-type: none"> Children role-play and learn about the roles of different people within different scenarios. Children must resolve conflicts over who can be what role. Children will know about who can be trusted both in and out of school Children will learn the names of different body parts including genitalia
Year 1	Autumn	<ul style="list-style-type: none"> Learn about roles and responsibilities at home and school. Learn how to be co-operative with others. Understand what makes us and others special. To recognise when people are being unkind to each other, how to respond, who to tell and what to say, different types of bullying and strategies to resist. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond To recognise the difference between secrets and nice surprises and understanding the importance of not keeping secrets that makes us feel uncomfortable
	Summer	<ul style="list-style-type: none"> safety in familiar situations about personal safety about people who help keep them safe outside the home
Year 2	Autumn	<ul style="list-style-type: none"> about keeping safe in the home, including fire safety about keeping safe online, including the benefits of going online about keeping safe outside about road safety
	Summer	<ul style="list-style-type: none"> to understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special
Year 3	Autumn	<ul style="list-style-type: none"> to recognise bullying (including online) and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying

YEAR GROUP	TERM	OBJECTIVES
	Spring	<ul style="list-style-type: none"> Recognise different types of relationships including those are healthy and unhealthy Judge what kind of contact is acceptable and understand the concept "keeping something confidential" Understand what is meant by respect and how it is viewed in shown in wider society
Year 4	Autumn	<ul style="list-style-type: none"> Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities discussing difference sensitively.
	Summer	<ul style="list-style-type: none"> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
Year 5	Autumn	<ul style="list-style-type: none"> What makes a healthy friendship, how it makes people feel and strategies to help people feel included About peer influence, how it can make people feel or behave, and strategies to manage including online Friendships experience challenges and change over time
	Spring	<ul style="list-style-type: none"> Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations How to ask for, give and not give permission for physical contact and how to respond to unwanted physical contact about keeping safe online how to keep safe when communicating with other people online that violence within relationships is not acceptable about problems that can occur when someone goes missing from home
Year 6	Autumn	<ul style="list-style-type: none"> about the changes that occur during puberty to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships about human reproduction in the context of the human lifecycle how a baby is made and grows (conception and pregnancy) about roles and responsibilities of parents and carers to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it that contraception can be used to stop a baby from being conceived
	Spring	<ul style="list-style-type: none"> about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour)

Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: Record of Concern



Growing at Meadowside Primary School

Inclusion Record of Concern

Name of Pupil			
DoB			
Teacher		Year Group	
Date of Referral			

Attached documents	<input type="checkbox"/> Pupil's profile
	<input type="checkbox"/> Evidence of quality-first teaching (QFT)
	<input type="checkbox"/> Teacher-parent / teacher-child discussion notes
	<input type="checkbox"/> Data tracking of progress
	<input type="checkbox"/> Other observations (including teaching assistant observations)

Concerns, please tick the appropriate box(es) and also include evidence if possible	
	Cognition and Learning - General Learning Difficulties
	Cognition and Learning - Specific Learning Difficulties (including dyslexia)

	Communication and Interaction – including social communication
	Speech and Language Difficulties
	Social, Emotional and Mental Health
	Physical – gross and fine motor skills; visual; hearing

What has been done to date (including impact)

Actions: To be completed with the SENDCo
What needs to happen next and why