



'Knowing each child, growing each child, in God's love'

Tonwell St Mary's CE Primary School

Relationships and Sex Education Policy

1 John 4:16

*And so we know and rely on the love God has for us.
God is love. Whoever lives in love lives in God, and God in them.*

**Date Agreed: March 2020
Review Date: September 2022**

Aims of our Relationships, Health and Sex Education policy

To provide a stimulating and supportive learning environment, in which pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe both on and offline, communication, decision making and assertiveness, knowing how and where to gain information and support, participating in society and appreciating diversity, including family groups.

There are five main elements to our RSHE curriculum:

- Families and people who care about me
- Caring Friendships
- Online relationships
- Respectful relationships
- Being safe

At Tonwell St Mary's, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as sharing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive training in RSHE and PSHE.
3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect.
4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school 'To choose lifestyles with healthy bodies and minds' and 'To be friendly, respectful and inclusive to all'.
6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.
7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online.

Moral and values framework

Sex education at Tonwell St Mary's will support a concept of 'family life', reflecting the diversity of family life in the 21st century and the importance of stable relationships. It will demonstrate and encourage respect for self and others, responsibility for one's own actions and for family, friends, school and the wider community.

In our school we focus on teaching RHSE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

We have a commitment to ensure that our programme is relevant, to all pupils and is taught in a way that is sensitive, as well as age and stage appropriate. This includes differing abilities, levels of maturity and personal circumstances e.g. gender identity and sexual orientation in line with our equality statement.

Partnership with parents/carers

Most of a pupil's informal relationships, health and sex education occurs within the family and the school's curriculum will complement and build on this, in co-operation with homes. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. If a parent/carer wishes to withdraw their child they are required to send a letter to the Headteacher, so that she can be made aware of the reasons and provide alternative educational arrangements. The components of the curriculum specifically related to sex education are highlighted in italics in Appendix 2.

Staff training

All teachers and other staff members who are required to teach RSHE, will have relevant training and resources.

Organisation of RSHE

RSHE is part of our National Curriculum Science curriculum and the school's PSHE scheme of work. Lessons on relationships also occur in RE. Through planned lessons in the curriculum, as well as through wider school activities such as worship time, children are able to develop their ideas, knowledge and skills gradually and appropriately.

The school teaches about RSHE through the broad themes identified within the statutory relationships and health education framework (Appendix 1) and National Curriculum for Science. Objectives for RSHE for each year group are detailed in (Appendix 2).

Teachers have the main responsibility for teaching about RSHE in the classroom and they plan and liaise with other specialists e.g. our school nurse to ensure our pupils receive an up to date and balanced programme.

Teaching strategies

Sex education is taught through co-operative group work.

RSHE is taught by all members of staff with occasional additional support from the school nurse, when required or appropriate.

As much as possible we provide a learning environment which is motivating and allows pupils to gain information and improve knowledge. We also allow time for reflection.

Confidentiality and child protection

All staff members and external visitors, who work with our children, are given a copy of this policy and our School's Child Protection Policy. The Headteacher or Designated Senior Person will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

During the period that RSHE is explicitly taught, there is a small box in which children can place questions regarding any personal issue. The teachers will respond to these questions in a way that is age and stage appropriate and will always consult with the Headteacher if he/she requires guidance on how to respond.

We make it clear to pupils what our procedures are, with regard to confidentiality, in line with the school's Child Protection Policy.

Monitoring of RSHE

Our Science and PSHE subject leaders will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Headteacher and PSHE subject leader and reported on to the Governing body. When the policy is reviewed, feedback is sought from staff, governors and parents.

Evaluation, assessment and reporting to parents

Evaluation and assessment including self-assessment are an integral part of RSHE. We assess pupils' learning through questioning and marking and record assessments in line with the school's assessment procedures.

Appendix 1 – Statutory Framework

Topic:	Pupils should know:
Families and people who care for 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

	<ul style="list-style-type: none"> • 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	<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, for example family, school or other sources

Appendix 2 – Relationships and Sex Education Scheme of Work Summary

N/R	<p>Pupils learn:</p> <ul style="list-style-type: none"> - that they belong to various groups - that humans grow in stages from being babies to older people - the names of external parts of the body - to feel good about themselves - understand that their family and people who care for them are special - begin to recognise and name some basic feelings - be able to listen, co-operate and share fairly - be able to make friends
1	<p>Pupils learn:</p> <ul style="list-style-type: none"> - Know animals (including humans) grow and have babies - How babies grow - Know names for external parts of the body - about respecting the needs of ourselves and others - that bodies and feelings can be hurt - that household products, including medicines, can be harmful - about rules for keeping safe (in familiar and unfamiliar situations)

	<ul style="list-style-type: none"> - how to ask for help if they are worried about something - about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid - about appropriate and inappropriate touch - about different kinds of feelings - simple strategies to manage feelings - about how it feels when there is change or loss - about the importance for respect for the differences and similarities between people - to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another - that everybody is unique - about the ways we are the same as other people - be able to exercise some independence
2	<p>Pupils learn:</p> <ul style="list-style-type: none"> - that hurtful teasing and bullying is wrong - what to do if teasing and bullying is happening - about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) - about making healthy choices - about basic personal hygiene routines and why these are important - about growing, changing and becoming more independent - the correct names for the main parts of the body of boys and girls - about the importance of respect for differences and similarities between people - about groups and communities that they belong to - how to ask for help if they are worried about something - about the people who work in their community - how to get their help, including in an emergency
3	<p>Pupils learn:</p> <ul style="list-style-type: none"> - how to further describe the range and intensity of their feelings to others - how to manage complex or conflicting emotions - basic first aid - about the basic changes that happen at puberty - how the spread of infection can be prevented - about who is responsible for their health and wellbeing - where to get help advice and support - about different types of relationships (friends, families, couples, marriage, civil partnership) - about what constitutes a positive, healthy relationship - about the main stages of human life cycle - about keeping safe in the local environment - about people who help them stay healthy and safe
4	<p>Pupils learn:</p> <ul style="list-style-type: none"> - how to further describe the range and intensity of their feelings to others - how to manage complex or conflicting emotions - basic first aid - about the changes that happen at puberty - how the spread of infection can be prevented - about who is responsible for their health and wellbeing - where to get help advice and support

	<ul style="list-style-type: none"> - about different types of relationships (friends, families, couples, marriage, civil partnership) - about what constitutes a positive, healthy relationship - basic information about physical and emotional changes at puberty - about keeping safe in the local environment - be able to identify adults they can trust and who they can ask for help and support
5	<p>Pupils learn:</p> <ul style="list-style-type: none"> - about discrimination, teasing, bullying and aggressive behaviour and its effect on others - about the factors that make people the same or different - to recognise and challenge 'stereotypes' - about the correct use of the terms sex, gender identity and sexual orientation - about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) - about people who help them stay healthy and safe - how actions can affect ourselves and others - how to keep safe and well when using a mobile phone - about strategies for managing personal safety – online - what to consider before sharing pictures of themselves and others online - about the importance of keeping personal boundaries and the right to privacy - to be critical of what they see and read in the media - to critically consider information they choose to forward to others - reminder of male/female sex/reproductive parts - how male and female body changes at puberty-emotional and physical changes - how to prepare for and manage puberty
6	<p>Pupils learn:</p> <ul style="list-style-type: none"> - about different types of relationships (friends, families, couples, marriage, civil partnership) - about what constitutes a positive, healthy relationship - about the skills to maintain positive relationships - to recognise when a relationship is unhealthy - about committed loving relationships (including marriage and civil partnership) that marriage, arranged marriage and civil partnership is between two people who willingly agree - to learn about human reproduction (including sexual intercourse and conception) - know about contraception and how it can prevent unplanned pregnancies - know about birth and caring for babies - how to prepare for and manage changes in your body - about positively and negatively affects health and wellbeing (including mental and emotional health) - how to make informed choices that contribute to a 'balanced lifestyle' - which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others - about who is responsible for their health and wellbeing - where to get help advice and support

