

# **RAMSEY MANOR LOWER SCHOOL** **RELATIONSHIPS AND SEX POLICY**

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

**STATUS:** Draft

**DATE ADOPTED:** May 2019

Policy agreed by staff: ..... date: .....

Policy agreed by Governors: ..... date: .....

Date of next review: May 2022

## **RATIONALE**

We have based our school's relationship and sex education policy on the DfE guidance document Relationship and Sex Education Guidance (ref DfE 0116/2000) and the Brook, SEF and PSHE Association Supplementary Advice document 'Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century

In these documents, sex education is defined as 'learning about physical, moral and emotional development. Ramsey Manor Lower School believes; it is about understanding the importance of positive relationships for family life, it is about stable and loving relationships, respect, love and care.

Life Lessons: PSHE and RSE in Schools report, from the House of Commons Education Committee recommends that RSE be "renamed" Relationships and Sex Education, throughout this document we therefore use the term Relationship and Sex Education or acronym (RSE) to refer to the topic of the traditionally referred topic of Sex and Relationship Education, this places more emphasis on relationships.

The secretary of state for Education announced the Children and Social Work Bill, 2017 that relationship education would be made statutory for all Primary school aged children by September 2019, the consideration was also made that Personal, Social, Health and Economic (PSHE) be also made statutory. The school's policy is a way to reflect these proposals and aims for forward planning ready for these statutory changes to be embedded, it will be updated according to new development and guidance in this area.

## **AIMS**

In Ramsey Manor Lower School, RSE is part of the personal, social, health and citizenship education curriculum.

While we use RSE to inform children, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting or discouraging any form of sexual

orientation or sexual activity. It is important to note that evidence shows that comprehensive RSE programmes are shown to delay sexual activity in later life. There is also a link between school RSE programmes and reductions in Teenage Conceptions (NATSAL, 2013)

RSE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. Ramsey Manor Lower School believes that the teaching of RSE should be shared with parents and be mutually supportive and complementary. It aims to promote an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

In this document, RSE relates to 'learning about physical, moral and emotional development.'

This policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding RSE and the proposed changes by the UK government to ensure our children are ready for their transition to adulthood. And we are committed that our pupils receive their educational entitlement.

Through the implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

As part of the Children and Social Work Bill, 2017. Every child will be legally entitled to receive statutory RSE. It is our intention that 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 needed. Parents have the legal right to withdraw children from specific lessons should they wish to.

The objectives of Relationship and Sex Education are;

- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To provide the confidence to be participating members of society and to value themselves and others;
- To provide a secure, sensitive and caring programme of study where learning and well informed discussions can take place;
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils;
- To help and support children through their physical, social, emotional and moral development, giving them the confidence to talk, listen and explore feelings and relationships;
- Encourage the use of correct vocabulary for body parts, so that children are able to name parts of the body and describe how their body changes;
- To respect and care for their bodies
- To foster self-worth and awareness of how to protect yourself, stay safe and be healthy;
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness to help them make well informed decisions and live confident, healthy and independent lives;

- To provide children with the ability to protect themselves and ask for help and support when needed;
- To ensure that RSE is available to all children regardless of gender, ability, cultural or religious background;
- To prepare children for healthy relationships, including acceptable touch, what to do and where to go when something goes wrong, and growing and changing in their transition to adulthood;

## **IMPLEMENTATION**

### **EYFS**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RSE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RSE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

## **INCLUSION**

Teaching and resources will be differentiated as appropriate to address the needs of children in order for them to have full access to the content of sex and relationship education.

## **RESOURCES**

Children are taught how to use the equipment appropriately and independently. They will have access to a range of well organised resources to develop the ability to select the appropriate tools for a task. Teachers use a diverse range of resource material to cater for all the needs of the children. Each child has their own age appropriate resource in order to support their learning at home. Opportunities to use ICT to support teaching and learning in RSE will be planned for and used as appropriate.

## **MONITORING AND EVALUATION**

### **Governors**

As part of their general responsibilities for the management of the school, the Governors play a key role in the development of the school's Relationship and Sex Education Policy. They will continue their involvement through regular evaluation of it.

### **Head Teacher**

The Head Teacher takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Authority, and also appropriate agencies.

### **Subject Leader**

Relationships and Sex education is monitored and evaluated by the Subject Leader as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

Relationship and Sex Education is delivered through Science, RE, PSHE, Citizenship, literacy activities, circle and P4C time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

### **Parents**

Parents need to know that the school's RSE programme will compliment and support their role as parents. Parents will be encouraged to support the school's RSE programme.

## **CURRICULUM LINKS**

All schools must teach the following as part of the National Curriculum Science Objectives, parents do not have the right to withdraw their child/children.

### National Curriculum Science

#### Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.  
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others **and**
4. treat others with sensitivity.

#### Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

## **LINKS TO OTHER POLICIES AND DOCUMENTS**

PSHE & Citizenship  
SEND  
Equal Opportunities  
Inclusion  
Child Protection  
Confidentiality  
Behaviour  
Anti Bullying  
All other Curriculum Policies

## APPENDIX ONE - Programme of Study

### EYFS - Early Learning Goals

- Families
- Relationships
- Friendships
- Naming of body parts

### Key stage 1

Coverage Linked to Education PSHE Association programme of study.

H – Core Theme 1 : Health & Wellbeing

R – Core Theme 2 : Relationships

L – Core Theme 3 : Living in the wider world

### Year 1

My body:	Internal body parts	H10		
	External body parts	H10		
	Keeping clean and dental health	H6/7		
Life cycles:	Different ages	H5/8		
	Looking after babies	H8		
Keeping safe:	In the house	H11/12		
	Out and about	H11/12		
	People who can help me	H13/14	R14	L3/L10
	Good and bad touch	H12/15	R10/11	L3
	Secrets	H15	R9	
Feelings	Sleep routine, nutrition, daily exercise (mental wellbeing)			H1

H1/H2 – Circle time, cross curricular - science

H3 – Growth mind set monthly statement, assemblies

H4 – Stories associated with loss have been bought for class reading

H6/7 – Handwashing training, discussing dental hygiene

H8 – Transition (Meet the teacher), external agencies visiting (Teddy bear hospital)

H9 – Jobs around classroom, Rights respecting

H10 – Cross curricular Science

R12/13/14 Anti- bullying week, stories during story time, circle time

L1/L2/L3/L4/L8/L9 – Rights respecting, rules, growth mind set, goal setting

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>

L4 –science week

### Year 2

Feelings:	Different emotions	H4	R1/2
	What to do when we feel sad	H4	
Relationships:	Different families		R9
	Friends		R9
Online safety:	Taking care online	H12/13/14	R14
	Who can help us?	H12/13/14	R14
Stereotypes:	Similar and different		R8

Keeping Safe:	Toys		R8	
	Good and bad touch	H12/15	R10/11	L3
	Secrets	H15/	R9	
	Medicines in the home	H11		

H1/H2 – Circle Time, Cross curricular - science

H3 – Growth mind set monthly statement, assemblies

H4 – Stories associated with loss have been bought for class reading, hospital/dentist visits

H8 – Transition (Meet the teacher)

H9 –Jobs around classroom, Rights respecting

H10 – Cross curricular Science, Pedestrian Safety training

H11 – Medicines in the home

R9 – Different families, same love

<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

R12/13/14 Anti- bullying week, circle time, stories showing a range of relationships, studying a range of cultures and beliefs

L1/L2/L3/L4/L8/L9 – Rights respecting, rules, growth mind set, goal setting

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>

L4 –science week

## **Key Stage 2**

Coverage Linked to Education PSHE Association programme of study.

H – Core Theme 1 : Health & Wellbeing

R – Core Theme 2 : Relationships

L – Core Theme 3 : Living in the wider world

### **Year 3**

My body:	Vocabulary of body parts	H18/19
	Keeping Clean and not spreading germs	H12
	Personal Space	
Life cycles:	Growing up and getting older	H8/H18
	Me, Myself and I	R13
Keeping safe:	Identifying Risk	H4/9/11/13/22 R7/15
	Personal space	R8/21
	People who could help me	H23
	Good and bad touch	H14/H20/H25 R8/21
	Secrets	H15/R9
Feelings	Sleep routine, nutrition and daily exercise (mental wellbeing)	H1

H1/H2/H3 –Science, English writing

H1- Swimming

H5 – Growth mind set monthly statement, rights respecting ambassadors, assemblies

H8 – Transition (Meet the teacher)

H10- Street safety/Road Safety training

H15- School rules

R14/18 L6 – Anti bullying week

L1/2/3/4/7 - Rights respecting, rules, growth mind set, goal setting

L9/12 – Rights respecting, parliament week

### **Year 4**

Feelings:	Expressing our feelings	H1/6 R1/2/10
	Managing our feelings	H1/6 R1/2/10
Relationships:	What makes a good friend?	R1/2/3/4/7/9/10
	Negotiating with friends	
	Getting on with your family	R1/2/3/4/7/9/10
	Marriage/civil partnership	R5
Online Safety:	Photos of myself online	H4 R14/18 L17/18
	Taking care online who can help us	H4/14/22 R14/18 L17/18
	Amount of time spent online/offline for mental wellbeing	H1
Stereotypes:	Jobs we can do	R16 L6
	Mothers and fathers	R16 L6
Keeping Safe:	Good and bad touch	H14/20/25 R8/10/11/21
	Mobile Phones	H24

H1/H2/H3 – Science, circle time, assemblies, stories during class reading

H4 – Computing sessions discussing E-Safety

H5 – Growth mind set monthly statement, rights respecting ambassadors, assemblies

H8 – Transition (Meet the teacher)

H10- Street safety/Road Safety training

H15- School rules

R14/18 L6 – Anti bullying week, study different cultures and beliefs

L1/2/3/4/7 - Rights respecting, rules, growth mind set, goal setting

L9/12 –Rights respecting, parliament week

## Specific Issues

### **Parental / Child withdrawal procedures**

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

Parents may withdraw their children from any or all parts of the school's programme of RSE up to the age of 19 years old. Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children.

Once a request that a child be excused has been made, that request **must be** complied with until the parent changes or revokes it. Whilst such lessons are being conducted the child will be provided with appropriate tasks and asked to work under the supervision of another teacher.

### **Safeguarding Procedures**

If a teacher has any concerns about the welfare of a particular child then that teacher will report and inform the school Designated Safeguarding Lead. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only, using CPOMs.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration.

The Head teacher would consider if there are any special circumstances which may temper this right. Any information thus obtained will be regarded as strict confidentiality and will be passed to the staff that need to know.

### **Methodology for Year 3 and 4 when dealing with Human Reproduction**

Human reproduction is covered during the course of the Year 5 topic Growth and reproduction within the science curriculum section "My Body" which looks at the main stages of the human life cycle. It is taught as part of a general enquiry into the functions of the body

e.g. digestion. The children are taught, simple biological facts of the reproductive systems  
e.g. fertilisation of the ovary and the development of the foetus.

The school goes beyond the science curriculum within its PSHCE programme of study; details of which can be found in the programme of study section.

### **Methodology for teaching about Online Safety and Digital Resilience**

The school includes this in the ICT scheme of work and the Digital Resilience Strategy.

### **Procedures for the involvement of Health Professionals / External Agencies**

The School Nursing Service will assist the school in giving guidance for RSE.

NSPCC will be involved with the Speak Out, Stay Safe campaign.

Show Racism the Red Card will be involved in the teaching of accepting cultural diversity within sports and the community.

All agencies will be vetted prior to delivery including scrutinising their planned lesson delivery plan and ensuring they are DBS checked.

### **Answering difficult questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias.

*Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.*

Both formal and informal RSE arising from pupils' questions are answered according to the *age and maturity* of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Leader if they are concerned.

Our school believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.