

At Allanson Street, we belong, believe, aspire and achieve

Mission Statement

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Respect

Kindness

Resilience

Aspiration

Integrity

Pride

Courage

Independence



# Relationships and Sex Education Policy

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## **Introduction**

Relationships and Sex Education enables our children to understand the importance of family life and stable and loving relationships. It also equips them with a knowledge of how to keep themselves safe, develops their self-esteem and teaches them to have respect for themselves and others.

*“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.”*

Secretary of State, DfE ‘Relationship Education, Relationships and Sex Education (RSE) and Health Education, document, 2019.

This policy has been implemented in line with the requirements set out by the DfE. Since September 2020, it has been a statutory requirement that all schools deliver Relationships Education in primary schools and we are encouraged by the Department for Education (DfE) to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings. Health Education was also made statutory from 2020, covering the key facts about puberty and the changing adolescent body. The subject content we cover is age appropriate, and developmentally appropriate, for the children we are teaching.

At Allanson Street Primary School, RSE is taught within a safe, comfortable atmosphere where teachers and pupils feel relaxed and have built good relationships. The programme is set within a moral framework and supports our children in fostering personal wellbeing and developing resilience, we believe this is fundamental in promoting children’s happiness, success and helping them to become productive members of society.

## **Aims**

Parents and carers are often the prime educators for their children in many PSHE and RSE matters and at Allanson Street Primary School we aim to complement, reinforce and build upon this knowledge. Our aims are to help the children:

- Have the confidence and self-esteem to value themselves and others.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Understand about the range of relationships, including the importance of family, that should provide care and support.
- Provide a framework in which sensitive discussions can take place.
- Understand the importance of health and hygiene; including their own well-being and mental health.
- Recognise unsafe situations and be able to protect themselves and ask for help and support.
- Prepare older pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach children the correct vocabulary to describe themselves and their bodies and describe how their bodies work.

All these aims integrate into our RSE, PSHE and science curriculum; and are embedded in our Allanson Street values.

### **Curriculum**

We teach RSE through different aspects of the curriculum but carry out the majority of our RSE teaching in our PSHE curriculum. We follow the SCARF scheme of work, which we adapt to meet our children's specific needs.

Throughout school, PSHE and RSE are delivered as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

The Relationship Education aspects focus on the teaching of fundamental building blocks and characteristics of positive relationships which include:

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

All areas of learning are taught within the context of family and school life. We take 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, foster parents/carers amongst other structures) along with reflecting sensitivity that some children may have a different structure of support around them for example, looked after children or young carers.

The physical health and mental wellbeing aspects include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (age 8 onwards).

Many of these aspects are taught as part of our PSHE, PE and science curriculum. Linked with Religious Education, 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.

As part of the RSE and science curriculum, **Early Years Foundation Stage** children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others. They also look at similarities and differences between girls and boys.

In **Key Stage 1** (age 5-7 years) children are taught to:

- Identify, name, draw and label the basic parts of the human body and relate this to their own bodies.
- Get help in an appropriate way if they feel that they need it.
- Respect boundaries and understand the concept of consent and when it is ok to say 'no'.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In **Key Stage 2** (age 7-11 years) children are taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Create and maintain healthy relationships.
- Differentiate between safe and unsafe secrets.
- Understand the changes that happen to the human body as it begins to prepare for adulthood.

In Years 4, 5 and 6, many children experience puberty. It is our aim that children are aware of these changes prior to them happening. The rationale behind this is to ensure that they are fully prepared for the imminent changes ahead. We teach children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach these with due regard for the emotional development of the children.

Development of self-esteem and building relationships does not just take place through the taught curriculum but through all aspects of school life including assemblies, clubs, lunchtimes and on the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Roles and responsibilities**

Our governing body will approve the RSE policy and will hold the head teacher accountable for the implementation of this. Our PSHE Lead and Headteacher are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

All staff are responsible for ensuring effective safeguarding practice, including:

- Creating a safe environment.
- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE, including developing ground rules/agreement with children being taught.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- To have good knowledge, skills and confidence in how to deal with sensitive issues, including potential disclosures.

At Allanson Street Primary School, we consider how lessons are to be delivered, especially when covering sensitive issues. At times, it will be appropriate to work with single sex groups, even when covering the same knowledge. This allows the same information to be provided but gives children the opportunity to ask questions that may be more specific to them, reducing any potential embarrassment. 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 and other health professionals, give us valuable support with our sex education programme.

### **Parents' right to withdraw**

As a school, we make parents aware of what we will be teaching and when. This information is available on the school website, and when particularly sensitive issues of the curriculum are being taught, such as puberty, parents are made aware via letter. Parents do not have the right to withdraw their children from Relationships Education but can request that their child is withdrawn from some, or all, of the Sex Education - the only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum science. Requests for withdrawal should be put in writing and addressed to the head teacher.

### **Assessment**

Monitoring, evaluation and assessment of RSE is important as it enables us to:

- Understand children's stage of development and needs.
- Deliver relevant and engaging lessons.
- Reflect on and analyse the impact and effectiveness of Relationships Education in the classroom and across the school.

Our PSHE curriculum includes opportunities for continuous formative assessment. This information along with teacher assessments allows us to plan age-appropriate and suitably challenging lessons which allow the children to build upon skills from the previous year.

**Linked policies**

Safeguarding and Child Protection Policy

Anti- Bullying Policy

Science Policy

PSHE Policy

Drugs Policy