

# **HOLLINGWOOD PRIMARY SCHOOL**

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

### **Aims and Objectives**

At Hollingwood Primary School we believe that effective RSE can make a significant contribution to the development of personal skills needed by pupils if they are to establish and maintain relationships. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. It also enables young people to make responsible and informed decisions about their health and well-being.

Our objectives in the teaching of RSE are:

- To raise pupils' self-esteem and confidence especially in their relationships with others
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To provide the knowledge and information to which all pupils are entitled to
- To clarify/ reinforce existing knowledge
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- What they should do if they are worried about any relationship matters, including introducing them to external agencies which could support them

### **Statutory Requirements**

Relationships education is compulsory in primary schools from 2020 so all pupils must take part in these lessons. This has been postponed until the Summer term 2021 due to the Coronavirus pandemic. Sex education is not compulsory for primary schools. Pupils will learn about puberty from the school nursing team.

A consultation is taking place with a working group of parents to look at government guidelines, curriculum coverage and policy development.

### **Links to other policies and curriculum areas**

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

The content of relationships education is supported by our PSHE Policy, Anti-bullying Policy, Equality Policy, Safeguarding Policy and Online safety policy.

### **Delivery of relationships education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks

- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. Sometimes the school nurse, PSCOs and other outside agencies may contribute to this work.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

### **Families and people who care for me**

- Families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
  - 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**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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**

- 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
- 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
  - 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**

- People sometimes behave differently online, including by pretending to be someone they are not. 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
- 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**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
  - 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
  - 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

### **The Governors will :**

- approve the RSE policy
- support the headteacher in following guidelines;
- keep themselves up to date with the RSE issues;
- help to monitor the effectiveness of the RSE policy;

### **The Headteacher will:**

- It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively.
- It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships effectively, and handle any difficult issues with sensitivity.
- The headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- The headteacher monitors this policy on a regular basis, and reports to governors

### **The Subject Lead will:**

The school is aware that the primary role in children's RSE education lies with parents and carers. We therefore wish to build a positive and supporting relationship with parents and carers of pupils at our school, through mutual understanding, trust and cooperation.

- Inform parents and carers of the RSE policy and practise
- Answer any questions which parents or carers may have about RSE in school
- Support staff in the teaching of the RSE curriculum

**The class teacher will:**

- Ensure that RSE lessons are conducted in a sensitive manner, however, if a child makes a reference which causes the teachers concern regarding sexual activity or abuse the matter will be dealt with as a child protection issue.
- Ensure a child's confidentiality is maintained. If the child is at risk or in danger the child protection named person will be informed.
- Develop confidence in talking, listening and thinking about feelings and relationship;
- Develop the skills and attitudes to enable young people to protect themselves and ask for help and support.
- Ensure that the teaching of RSE includes the National Curriculum for Science;

**Class teachers in Year 5 and 6 will:**

- Prepare young people for puberty;
- If in Year 5, they will send a letter to parents informing them of the visit by the school nurse who will talk to the children about puberty.

**External support**

- We encourage members of the community and outside agencies to work with us and provide advice and support to children.

**Signed:** ..... Headteacher

**Signed:** ..... Reviewed by

Revised: Spring 2020

**Signed:** ..... Governor

Review date: Spring 2025