



Seagrave Village Primary School

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Relationship and Sex Education Policy 2020

Reviewed	January 2020
Frequency of Review	3 Years
Written by	Kate Litchfield
Approved by:	Head Teacher

What is Relationship and Sex Education?

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

At Seagrave Primary School we believe:

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationship and Sex Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender, age, racial equality and diversity and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships and Sex Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies, understanding emotions and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

We also aim to enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making by;

- promoting a healthy, safe and caring environment for all pupils and staff;
- providing a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs;
- promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships; based on respect for themselves and for others, at home, at school, at work and in the community;
- prepare our pupils to confidently engage with the challenges of adult life;
- provide sufficient information and support to enable our pupils to make safe choices.

Statutory Regulations

From September 2020, all primary schools must deliver Relationship Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationship and Sex Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Other school policies that are relevant to our provision of RSE are:

- PSHE and Citizenship
- Safeguarding and Child Protection
- Science
- Confidentiality
- Behaviour
- Anti-Bullying
- Inclusion
- Equality
- Staff Health and Wellbeing
- Healthy Schools.

Our Relationship and Sex Education policy has been developed through discussion with the Governor responsible for Relationship Education in school along with the Local Advisory Board, Staff, PSHE Co-ordinator and with the support of the Head Teacher.

It was discussed and ratified by the Local Advisory Board on

Delivering the Curriculum

Our lessons are taught by staff who are trained in delivering the specific content of the lessons. They will consist of PSHE (physical, social, health and wellbeing), Citizenship (living in the wider world) and RSE (relationship and sex education)

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

Distancing techniques will be employed in our RSE, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Our inclusive curriculum supports the statutory requirements for Key Stage 1 and 2 set out by the DfE. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

We are committed to working closely with parents and carers and we do this by:

- communication about when relationships lessons will be taking place and the content;
- leaflets;
- links to other websites on school website;
- home learning opportunities to follow-up learning at home.

This policy will be available to view on our school website by all stakeholders.

What is taught?

Below is a summary of the key learning objectives for Sex Education lessons. These are taught through our topic lessons and will cover Relationship Education, Health and Well Being and Living in the Wider World.

Class 1 Cycle A

Lesson Breakdown

1. My Body, My Business

To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.

I know I can choose what happens to my body.



2. Active and Asleep

What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

I can make healthy choices about sleep and exercise.



3. Happy Healthy Food

What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

I can make healthy choices about food and drink.



4. Clean as a Whistle

The importance of, and how to maintain, personal hygiene.

How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.

To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

I know how to keep my body clean.



5. Can I Eat It?

Rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.

That household products, including medicines, can be harmful if not used properly.

I know what is safe to eat or drink.



6. I Can Choose

What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

I can choose to keep myself safe.



Class 1 Cycle B

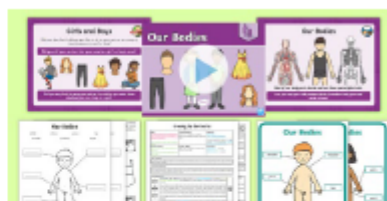
Lesson Breakdown

Resources

1. Our Bodies

To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.

I can name the main parts of boys' and girls' bodies.



2. Is It OK?

To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).

To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).

I understand how to respect my own and other people's bodies.

- Teddy Bear



3. Pink and Blue

To learn ways in which we are unique.

To identify and respect the differences and similarities between people.

I understand that we are all different and different people like different things.



4. Look at Me Now!

To learn about the process of growing from young to old and how people's needs change.

To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.

I can describe how I have changed since I was a baby.

- Baby photos brought in by the children.



5. Getting Older

To learn about the process of growing from young to old and how people's needs change.

To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.

I can describe how I will change as I get older.



6. Changes

To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).

To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

I can describe things that might change in a person's life and how it might make them feel.



Class 2 cycle A

Lesson Breakdown

1. My Body, My Choice

To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).

The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

I know I can choose what happens to my body and how to say no.



2. Fit as a Fiddle

To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.

I know how to keep my body healthy.



3. Good Night, Good Day

To learn what positively and negatively affects their physical, mental and emotional health.

To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

I know why it is important to get enough sleep.



4. Cough, Splutter, Sneeze!

To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.

To know what positively and negatively affects their physical, mental and emotional health.

I know how good hygiene helps to stop the spread of disease.



5. Drugs: Healing or Harmful?

To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

I know how to take medicine safely and keep safe around drugs.









6. Choices Everywhere

To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

I know how to make better choices and choose healthy habits.



Class 2 cycle B

Lesson Breakdown	Resources
<p>1. Human Reproduction</p> <p>To learn about human reproduction.</p> <p>I can describe male and female body parts and explain what these are for.</p>	
<p>2. Changes in Boys</p> <p>To learn how their body will, and emotions may, change as they approach and move through puberty.</p> <p>I can describe how boys' bodies will change as they go through puberty.</p>	<ul style="list-style-type: none"> • White board – one per pair • White board pens – one per pair 
<p>3. Changes in Girls</p> <p>To learn how their body will, and emotions may, change as they approach and move through puberty.</p> <p>I can describe how girls' bodies will change as they go through puberty.</p>	<ul style="list-style-type: none"> • White board – one per pair • White board pens – one per pair 
<p>4. Changing Emotions</p> <p>To learn how their body will, and emotions may, change as they approach and move through puberty.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p>I can describe the feelings that some people experience as they grow up.</p>	
<p>5. Relationships and Families</p> <p>To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>I understand that there are many different types of relationships and families.</p>	<ul style="list-style-type: none"> • Optional – 'And Tango Make Three', by Justin Richardson and Peter Parnell 
<p>6. Where Do I Come From?</p> <p>To learn about human reproduction.</p> <p>I can describe how babies are made and how they are born.</p>	<ul style="list-style-type: none"> • Optional – 'Where Willy Went', Nicolas Allen book • Optional – 'Mummy Laid an Egg', Babette Cole book 

Year 5 and 6 will be taught this area of the curriculum in two smaller groups.

Year 5

Lesson Breakdown

Resources

1. Your Body is Your Own

To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

I know that my body belongs to me and that I have control over what happens to it.



2. Sleep Well, Be Well

To understand what positively and negatively affects their physical, mental and emotional health.

To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

I understand why getting enough sleep is important.

- A sticky note for each child
- A large sheet of paper for each group



3. Taking Care of Our Changing Bodies

To understand what positively and negatively affects their physical, mental and emotional health.

To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

I know how to take care of my changing body.

- Counters - six per pair



4. Harmful Substances

To know 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.

To understand what is meant by the term 'habit' and why habits can be hard to change.

To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.

To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

I understand the harmful effects of using drugs, including alcohol and tobacco.



5. How We Think and Feel About Our Bodies

To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

To explore and critique how the media present information.

To recognise and challenge stereotypes.

I understand what a positive body image is.

- Sticky notes – one per child.
- Colourful pens – a set per group.
- Large paper (perhaps rolls of backing display paper or wallpaper) for children to draw body outlines on – one large piece for each group.



6. Healthy Choices

To understand what positively and negatively affects their physical, mental and emotional health.

To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

To explore and critique how the media present information.

I can make informed choices in order to look after my physical and mental health.



Lesson Breakdown

Resources

1. Changing Bodies

To learn how their body will change as they approach and go through puberty.

To understand that they have the right to protect their body from inappropriate and unwanted contact.

I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies.

**2. Emotional Changes**

To learn about the ways in which puberty can affect us emotionally.

I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.

- whiteboards
- pens

**3. Just the Way You Are**

To understand the influences around us that affect body image and the way we see ourselves.

I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.

- whiteboards
- pens

**4. Relationships**

To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.

To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.

I understand what a loving relationship is and that there are many types of relationships.

**5. Let's Talk about Sex**

To understand the term 'sexual relationship'.

I understand what a sexual relationship is and who can have a sexual relationship.

**6. Human Reproduction**

To learn about human reproduction.

I can describe the process of human reproduction, from conception to birth.



We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Working with Stakeholders and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum.
- Providing parents with an opportunity to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Right to Withdraw

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum for science. Those considering this option are asked to speak with Mrs Woodward (Lead Teacher for PSHE) or contact Mrs Litchfield (Head Teacher) in order to find out more about this.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

In all instances, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

- **Designated Safeguarding Lead:** Mrs Kate Litchfield
- **Deputy Designated Safeguarding Lead:** Mrs Maxine Chafer
- **Deputy Designated Safeguarding Lead:** Mrs Kay Bint

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities. Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers during parent's meetings and in school reports. Monitoring and evaluation of the Policy is the responsibility of the Local Advisory Board

The Policy will be formally reviewed every year. The next review will take place in 2021.