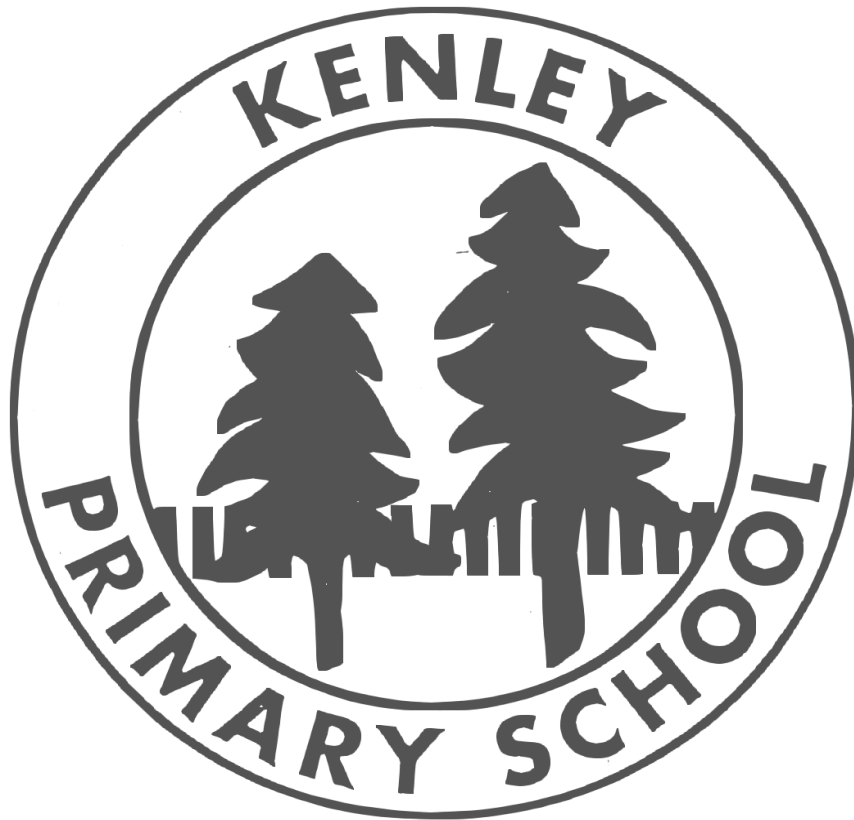


KENLEY PRIMARY SCHOOL



Relationships and Sex Education Policy

Policy for Sex and Relationship Education

Description of School

Kenley School is a community school situated in Whyteleafe, Croydon and the majority of pupils live in the immediate neighbourhood. The school's community is drawn from a wide range of socio-economic backgrounds.

The School caters for children in the four to eleven age ranges, has accommodation for approximately 210 children spread over seven classes and prides itself in its family and community atmosphere.

The People Involved In This Policy

The Governor's Learning and Teaching Committee, the Leadership Team and the PSHE co-ordinator.

What Is Relationship and Sex Education?

This policy covers the teaching of Relationships and Sex Education in our school. It also covers Health education. For convenience, in this document we will call the subject RSE.

Relationships education is defined as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

Relationships education will reflect the way that many children spend time online. They will learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people.

The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education

Health education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children will learn how physical and emotional health are linked and can affect each other.

Children will learn about menstruation, and girls will be helped to prepare for the beginning of their periods.

Sex education at primary school teaches children basic scientific facts about how humans and other animals grow and reproduce. This is taught as part of the statutory science education programme.

Why is RSE being taught?

There have been huge changes in society and technology which mean there is a need to update the way we teach our children to negotiate the world in which they are growing up.

Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to.

Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help.

All lessons will be delivered in an age-appropriate way, using carefully selected resources and lesson plans.

This Policy Supports the Following School Policies

Equality

Behaviour

Online safety

Emotional Wellbeing and Mental Health

Health and Safety

PHSEC policy

Areas of Responsibility

Governors

- To ensure the legal framework is followed.
- To consult with parents on the determination of the school's sex and relationship education policy.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy to any parent who request one.
- To include a summary of the content and organisation of sex education in the School prospectus.

Headteacher

- To implement the Relationship and Sex Education Policy.
- To ensure the policy is followed.
- To ensure that both staff and parent are informed about the relationship and sex policy.
- To liaise with Governors on such teaching in school.
- To ensure the policy is reviewed annually.
- To ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

Class Teacher

- To prepare plans to include Relationship and Sex Education in the curriculum.
- To ensure the correct resources are available.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties and to record such support where appropriate.

School Nurse

- To give support throughout the school, when appropriate.

The Special Needs Coordinator

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at Kenley School.
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

Organisation of School RSE

Who will deliver RSE?

RSE will be delivered by class teachers. We believe that this is the most effective mechanism because:

- Teachers are likely to have a good knowledge of the class and their backgrounds, and can therefore tailor the lessons to best meet the children's needs
- Deliver by teachers means that the themes of RSE can be reinforced across all parts of the curriculum, thus ensuring that children receive constant and consistent messages
- Teachers can quickly identify children who need more help with an aspect of the subject, or who may be vulnerable and need additional support
- Teachers can include an outline of any planned sensitive content for each term in their letter to parents and include any useful links to resources that may support the parents at home

We may sometimes invite external agencies to deliver specific lessons or activities. Parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

Methodology and Approach

There will be a whole school approach from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Health and Social Education topics.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions which they deem to be of a sensitive nature.

The following ground rules have been established:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.
- Parents will be made aware of sensitive topics to be taught each term in their class termly newsletter

How will we decide if a topic or activity is age-appropriate?

It may occasionally be necessary to deliver a topic earlier than planned in response to children's needs – for example, if there is a need to respond to local or national events that are causing concern, or if children are reaching puberty early.

What will be taught?

- *Relationships Education* is designed to teach children the skills they will need throughout life in order to build happy, healthy and safe relationships. It aims to help them develop tolerance of other people, and to understand the importance of respect and kindness.
- *Health education* - Health education covers the way our physical and mental wellbeing are interconnected.
- *Sex education* - Sex, puberty and reproduction are delivered through the science curriculum, which builds understanding from year one onwards. Not every year group will study topics related to sex and reproduction.

See Appendix 1 for the list of objectives that will be covered in Relationships, Health and Sex Education (RSE). The statutory Sex Education that is covered in Science lessons is described in Appendix 2.

At our school, sex education is delivered through the CWP Teaching SRE with Confidence. All objectives taught within this scheme are covered within the statutory science or relationships and health education and therefore families will not be able to withdraw their children from any part of this scheme.

Kenley Primary will not be delivering any additional non-statutory Sex Education outside of this content.

Kenley School Relationship and Sex Education Programme

The relationship and sex education programme will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
- Include the development of communication and social skills.
- Prepare the children to play an active role as citizens.

Through relationship and sex education, the children should by the end of KS2:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work
- Be able to protect themselves and ask for help and support
- Be prepared and knowledgeable about puberty
- Be aware of situation which may arise
- Be aware that they will encounter words and expressions to describe parts of the body and relationships which are inappropriate to use

Within the Science Curriculum, the children should:

Key Stage 1

- Know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- Recognise the main external parts of the bodies
- Know that humans and animals can produce offspring, which grow into adults
- Recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction
- Know about the main stages of the human life cycle

The Primary / Secondary Transition Year

The transition year before pupils move to Secondary School is considered a crucial one at Kenley School. The school supports pupils' emotional and physical development.

Equal Opportunities

In support of the Equal Opportunities Policy, all Kenley School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex and relationship resources and teaching methods.

Working with Parents

Kenley School seeks to work in partnership with parents through a programme of consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up.

Learning objectives

All of the content taught in these topics is available as an appendix to this policy. The delivery of this is monitored by the PHSE coordinator and senior leaders.

Right to withdraw children from lessons

There is no right to withdraw from Relationships education, or from Sex education that is delivered as part of the National Curriculum. Nor is there any right to withdraw from Health education. This is because the topics covered, such as respect, safety and friendships are important if children are to grow up into happy and healthy adults. Parents do not have the right to withdraw their child from sex education at Kenley Primary as these objectives are all covered within the statutory science and relationships education.

Review and consultation

This policy will be reviewed every year. It will be reviewed by the PSHE coordinator, the governing body and the Head teacher, in consultation with parents and staff. Policies will be put on the school website for parents to access.

Appendix 1

Relationships and Sex Education (RSE) and Health Education

By the end of primary school, pupils will 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. |

| | |
|-----------------------------|---|
| | <ul style="list-style-type: none"> • that people may be attracted to someone emotionally, romantically and sexually. • that people may be attracted to someone of the same sex or different sex to them and for some people gender identity does not correspond with their biological sex. • 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. • 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 e.g. family, school and/or other sources. |
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| <p>Internet safety and harms</p> | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |

| | |
|------------------------------------|--|
| Physical health and fitness | <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. |

Appendix 2

Objectives within the Science curriculum that include Sex Education

Year 1:

Can they name the parts of the human body that they can see?

Can they draw & label basic parts of the human body?

Can they identify the main parts of the human body and link them to their senses?

Can they name the parts of an animal's body?

Year 2:

Can they describe some of the life processes common to plants and animals, including humans?

Can they explain that animals grow and reproduce?

Can they explain why animals have off spring, which grow into adults?

Can they describe the life cycle of some living things? (E.g. egg, chick, chicken)

Year 5:

Can they describe how some plants and animals reproduce?

Can they describe and compare the life cycle of different mammals, plants, amphibians, insects and birds?

Can they describe the stages of human development?

Can they describe how babies grow and develop?

Can they describe and explain the main changes that occur during puberty?

Can they identify the changes that take place in old age?

Can they report findings from enquiries (animal gestation).

Approved at Full Governing Body 8th March 2021