

# **Water Street Primary School**



## **Relationships & Sex Education Policy**

**Date Adopted: March 2020 – Reviewed July 2022**

**Review Date: July 2023**

**Status: Statutory**

**Reviewed by: Full Governing Body**

## **Introduction**

The Relationship and Sex Education (RSE) policy has been developed with consultation from teaching staff, governors, pupils and parents.

At Water Street Primary School, it is recognised that if young people are to make well informed decisions throughout their lives it is essential that effective Relationship and Sex Education (RSE) takes place. It is firmly rooted within our framework for Personal, Social, Health and Citizenship Education (PSHCE) therefore we will teach all the new RSE objectives under the subject title PSHE. We aim to offer pupils a carefully planned programme that is set within a moral framework and is matched to the pupils' needs and levels of maturity. This policy takes full account of the school's legal obligations, NYCC guidance on developing a relationship and sex education policy (Sept 2019) and the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019).

At Water Street we recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents/carers and pupils, consulting and informing them about the content of the programmes we aim to deliver. We also recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers when appropriate.

## **Definition: What Is Relationship and Sex Education?**

RSE goes beyond provision of biological information to focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships of all kinds.

According to North Yorkshire guidance, RSE is: '...learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing'

At Water Street we view Relationship Education as lifelong learning that will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. It is about understanding the importance of stable, loving and healthy relationships of all kinds, helping pupils to recognise when boundaries have been broken and how to deal with this. It is about helping pupils to understand differences between each other and to help them to respect, tolerate, love and care for themselves and others. We hope to prevent and remove prejudice of all kinds.

At Water Street we view Sex Education as the teaching of reproduction and this will be taught as part of the KS2 Science curriculum.

## **Inclusion**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of: the needs of boys as well as girls, ethnic and cultural diversity,

varying home backgrounds, sexuality and special educational needs. We will adapt our teaching styles and materials used to ensure all pupils experience a programme of sex and relationships education at a level which is appropriate for their age and physical development so giving equal opportunities and avoiding discrimination.

### **Organisation and content of relationships education**

At Water Street Primary School RSE is taught through regularly timetabled PSHE lesson by a member of Water Street staff with whom the pupils are familiar. Staff follow the whole school scheme to plan their lessons. Assemblies, themed days, visits and visitors are used to support the teaching and are not used in place of it. Reproduction is delivered through Science lessons.

The PSHE / RSE programme is delivered in a developmental manner so that issues are revisited through a spiral curriculum and explored in greater depth as students mature.

Objectives are set within the programme but if an issue arises or the Growing Up in North Yorkshire raises an issue then planning may be adapted to deal with this in an age appropriate manner and taught in an appropriate way.

Children should be introduced, at appropriate stages, to the correct terminology. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct terms will be used at all times for teaching.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class but have safe ways in which to talk/ share their views/ ask questions.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. Water Street School believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE Subject Leader or Headteacher as appropriate.

High quality resources will support our provision and will be regularly reviewed for their appropriateness. Visitors/external agencies which support the delivery of RSE will be required to provide all the relevant safe-guarding documents and will only be used after discussion with staff to ensure school values / objectives are being met. A staff member with knowledge of the policy and scheme will be present.

Two key outside resources which are used annually are:

Talk pants- NSPCC <https://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/underwear-rule/underwear-rule-schools-teaching-resources/>

Busy Bodies [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)

Me and My Relationships	
<b>Year 1</b>	<ul style="list-style-type: none"><li>• I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</li><li>• -I know the names for the main body parts (including external genitalia) and why it is important to keep them private</li><li>• -I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change</li><li>• -I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</li></ul>

	<ul style="list-style-type: none"> <li>• -I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends</li> <li>• -I can name people who look after me, my networks, and who to go to if I am worried about anything on and offline and how to attract their attention</li> <li>• -I know what being a good friend means both on and offline and how they should make us feel happy and secure</li> <li>• -I can play and work cooperatively</li> <li>• -I can listen to other people and show them respect</li> <li>• -I can share appropriately</li> <li>• -I can recognise that my behaviour affects others both on and offline</li> <li>• -I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline</li> <li>• -I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• -I know how to be nice to people both on and off line</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences</li> <li>• -I know that family and friends should care for each other and families can give love, security and stability</li> <li>• -I know the characteristics of a healthy family life and the importance of caring for each other and spending time together</li> <li>• -I have an understanding of stereotypes and how these can have a negative impact (e.g. gender, age)</li> <li>• -I understand the importance of valuing one's own body and recognising its uniqueness</li> <li>• -I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</li> <li>• -I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient</li> <li>• -I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help</li> <li>• -I can listen to others and respect their viewpoints</li> <li>• -I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</li> <li>• -I can recognise there are different types of teasing both on and offline</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I understand that relationships both on and offline may change over time and I know how to ask for help if this make me unhappy</li> <li>• -I can judge what kind of physical contact is acceptable or unacceptable and how to respond - including who I should tell and how to tell them</li> <li>• -I understand the difference between secrets and surprises and</li> <li>• understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult</li> <li>• -I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</li> <li>• -I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out</li> <li>• -I understand that it is OK to be different to others</li> <li>• -I understand about growing and changing and new opportunities and Responsibilities both on and offline that increasing independence may bring</li> <li>• -I know the names for the main body parts (including external genitalia) and the similarities/differences between <b>most</b> boys and girls</li> <li>• -I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</li> </ul>

	<ul style="list-style-type: none"> <li>• -I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent</li> <li>• -I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour</li> <li>• -I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• -I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body</li> <li>• -I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people</li> <li>• -I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships</li> <li>• -I know how other families are similar or different to mine (this includes same sex)</li> <li>• -I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</li> <li>• -I can respond appropriately to other people's feelings</li> <li>• -I can recognise my worth as an individual and the worth of other people</li> <li>• -I understand a range of feelings and how these make me feel both emotionally and physically</li> <li>• -I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help</li> <li>• -I can empathise with other people and understand how people can react differently to the same situation</li> <li>• -I can identify different types of relationships and show ways to</li> <li>• maintain positive and healthy relationships (this includes same sex relationships) both on and offline</li> <li>• -I can listen to and show respect for the views of others both on and offline</li> <li>• -I know the importance of valuing myself</li> <li>• -I can recognise and challenge stereotypes (including supporting trans children)</li> <li>• -I know about change and loss including separation, divorce and bereavement and the associated feelings</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• -I know the ways in which children grow and develop in puberty – physically and emotionally</li> <li>• -I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this</li> <li>• -I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</li> <li>• -I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</li> <li>• -I know where individuals, families and groups can get help and support</li> <li>• -I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</li> <li>• -I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent</li> <li>• -I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</li> <li>• -I understand what boundaries are appropriate in friendships with peers and others both on and offline</li> <li>• -I understand the importance of being respectful to everyone and to recognise and care about other people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point</li> <li>• -I feel good about myself and my body and having an understanding of how the media presents 'body image'</li> </ul>

<b>Year 6</b>	<ul style="list-style-type: none"> <li>• -I understand the physical and emotional changes I will go through at puberty</li> <li>• -I can look after my body and health as I go through puberty</li> <li>• -I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this</li> <li>• -I know about human reproduction including conception (Taught within the Science Curr)</li> <li>• -I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</li> <li>• -I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)</li> <li>• -I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship</li> <li>• -I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline</li> <li>• -I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</li> <li>• -I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</li> <li>• -I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities</li> <li>• -I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)</li> <li>• -I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult</li> </ul>
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## Roles & Responsibilities

### Parents

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

The policy will be available to parents / carers through the school website. We work closely with parents/ carers to ensure that they are fully aware of what is being taught on classes weekly newsletters. Where appropriate they will be directed towards additional resources and support.

Parents / carers will be notified before any lessons relating to puberty are taught and parents/ carers will be able to view the resources (Busy Bodies) prior to the lesson. Reproduction will be taught through the Science curriculum but again parents will be able to view the resources (Busy Bodies) prior to the lesson.

Parents will be informed after any safe-guarding lessons have been taught (NSPCC PANTS)

We will answer any questions that parents may have about the teaching of RSE to their child.

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

## Right of Withdrawal of Pupils from Relationship and Sex Education

**From September 2020, there is new legislation which means that:**

- Parents **will not** be able to withdraw their child from Relationships Education in primary school.

- Parents **will** be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.
- Maintained primary schools are required to teach National Curriculum Science, which includes some elements of sex education. Parents **do not** have a right to withdraw from this.
- Schools will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views.

## **Pupils**

Pupil voice will take place as part of the school's monitoring timetable. This will be used to review and tailor our PSHE / RSE programme to match the different needs of pupils. Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils are expected to follow the ground rules set within the lesson so that all pupils can learn within a safe and secure environment.

Pupils will take part in The Growing Up In North Yorkshire Survey and data from this used to inform future planning.

## **The Governing Board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The school has a named Governor for RSE/ PSHE. Governors will be informed of the RSE policy and scheme of work for PSHE.

## **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

## **Staff**

Staff are responsible for:

- Following the school's PSHE /RSE scheme
- Delivering PSHE / RSE in a sensitive way
- Modelling positive attitudes to PSHE/ RSE
- Monitoring progress and adapting plans accordingly
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff are careful to ensure that their personal beliefs and attitudes do not influence their teaching.

Staff 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. In this instance, the staff member will take the matter seriously and deal with it as a matter of child protection. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Leads (DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process

### **Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Water Street Primary School we teach RSE as set out in this policy.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Monitoring and Evaluation of personal development education**

It is the responsibility of the Head teacher and PSHE Curriculum Leader to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's relationships & sex education policy (RSE), and on support and staff development, training and delivery.

**Stuart Anslow**  
**Headteacher**

**Nicky Smith**  
**PSHE Curriculum Leader**

**Named Governor**

**Adopted March 2020**

**Reviewed July 2022**

**Next Review July 2023**