



Sleights Church of England
(Voluntary Controlled) Primary School

Relationship & Sex Education Policy

September 2020

*Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.*

This policy intends to outline the policy and procedure for Relationship and Sex Education (RSE) at Sleights Church of England (Voluntary Controlled) Primary School. We want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, health relationships, sex, human sexuality and health. It is also about the spiritual and moral aspects of relationships.

Children will have considered how to ensure that they treat themselves with others, at all times and in all contexts, with dignity and respect.

Our Christian Values of are firmly rooted in this policy.

Christian Value	How is this value lived out in our Relationship and Sex Education policy?
perseverance	<p><i>I can do all things through Christ who strengthens me (Philippians 4.13)</i> Learning about growing up, changes to our body and the changing relationships that are forged throughout childhood and adulthood can be challenging for all. Therefore, we aim to teach children about healthy relationships and understanding these. At Sleights, we recognise similarities and differences within the world and work hard to teach and promote an understanding of these.</p>
respect	<p><i>So in everything, do to others what you would have them do to you (Matthew 7:12)</i> The RSE provision at Sleights aims to equip and empower all children with the information and knowledge needed to keep themselves safe. Our curriculum for RSE will also equip children with the knowledge, respect and understanding of their bodies and others when growing up. Throughout this process, we are very open with the children about the need to learn about opposite genders and therefore be able to respect and understand changes that may be happening to them. Through relationship education, understanding and recognising respectful and healthy relationships, in a range of contexts, sits at the heart of our curriculum.</p>
trust	<p><i>My God is my strength in whom I trust (Psalm 18:2)</i> Ensuring that children recognise and can identify adults and individuals they trust is an essential characteristic of our RSE curriculum. Exploring the content of the RSE curriculum in an open, safe and trusting space is a key aim for our provision at Sleights.</p>

Definitions

Through consultation with families, staff and governors, at Sleights, we define Relationship and Sex Education as:

- equipping children with the safety and knowledge to know about the changes that will happen to their bodies and keeping themselves safe
- learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health
- empowering children with the knowledge and confidence to make their own decisions.
- supporting pupils gain accurate information, develop skills and form positive beliefs, values and attitudes.
- enable children to gain essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships
- teaching children about staying safe both on and offline
- enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new health relationships
- to enjoy strong, positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

From September 2020, Relationship Education became statutory. The Department for Education identify five key areas for Relationship Education. The Sleights curriculum in this policy will detail how our school will address the areas of:

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

Sex Education at Sleights includes:

- learning about human body parts
- human growth
- puberty
- reproduction

Sex Education is not taught in isolation, but instead makes links and references to content taught in the Science National Curriculum.

The right to withdraw

As Sex Education is not a statutory subject, families do have the right to withdraw their children from these sessions. This decision must be discussed with the Headteacher and placed in writing prior to sessions taking place.

As some elements of the Sex Education are also covered in the Science Curriculum (puberty, human body parts and reproduction) families do not have the right to excuse their children from this aspect of the curriculum. As the government made Relationship Education statutory in September 2020, this is also not a curriculum area that children can be withdrawn from.

Relationship and Sex Education in our Church School.

Our Christian vision and values shape all we do at Sleights. Through RSE, we aim to teach our children that:

- All are made in the image of God and are loved by God.
- All have a high self-worth and esteem as unique people.
- Children are encouraged to grow to understand the unique gift of everyone else.

Why teach Relationship and Sex Education at Sleights?

Throughout the process of establishing this policy, meetings and consultations were held with families, staff and governors to outline the clear rationale for teaching Relationship and Sex Education at Sleights. This rationale includes:

- Keeping children happy and safe. Puberty is going to happen and we firmly believe that equipping the children with accurate and timely information about this process will ensure they are aware and understanding of the changes they will face. Puberty is challenging for many young people, therefore, by equipping the children with the information they need, when (or before) they need it will support all children.
- Providing a factual and accurate view of growing up and human body changes. Children are bombarded with information about relationships and sex, not all accurate or healthy, from many sources. At Sleights, we want to provide a trusting and safe space to share this accurate information.

- Working together to support and equip our children. Our vision at Sleights is focused on collaboration. It takes a village to raise a child, so working closely with our families to share and reinforce key information about growing up is vital.
- There is a legal requirement for schools to have a Relationship and Sex Education policy.

How is Relationship and Sex Education taught at Sleights?

Relationship Education is taught across the whole school, tackling and exploring issues in an age appropriate manner. This is often completed through the school's Personal, Social, Health and Citizenship Education (PHSCE) curriculum. These sessions will include a range of activities, designed to explore and enhance the children's understanding of:

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

Sex Education is taught to **Year 5 and 6 only**. However, during their time in Key Stage 1 and Key Stage 2, children will learn about the names of external genitalia and how to keep themselves safe. A summary of this is described in this policy.

A clear programme of each session within the Year 5 and 6 lessons, including resources and key language and concepts, is included in this policy. The timing of this programme varies, but will often take place during the autumn term, alongside the children's Science topic and revisited again during the summer term. This will be repeated in Year 5 and Year 6. Letters will be sent home to families prior to these sessions taking place.

Throughout each Sex Education lesson, a clear set of ground rules are established and revisited with children. These rules are designed to provide and promote a safe space for all involved in the sessions. The ground rules are:

- **It is OK to laugh:** Some children may find the content of Sex Education initially a little daunting, embarrassing or challenging and may laugh in response to this. We explain this reaction clearly to children and reassure them that this is OK.
- **Use the correct terms for body parts:** At Sleights, we teach the correct terms for external genitalia in Year 1. We believe that all children may know slang terms, but, for safety and secure understanding, all children should know correct biological terms too. We revisit the names for external genitalia and teach internal parts during the first part of the Year 5 and 6 programme. We ask that children use the correct terms from these sessions throughout the programme.
- **Do not ask direct questions or comments:** We encourage children to ask questions throughout sessions. However, we ask that these are not personally directed to a member of staff ("Did you...?") or about someone not in the room ("My friend told me that...")
- **What is said in the sessions will remain confidential, unless we feel you are at risk of harm:** This is clearly explained to the children and steps taken in the event that a worry is raised from children's discussions or questions in the sessions. We ask that children are also respectful of each other's confidentiality, should a child wish to share something personal about themselves.
- **Talk about what you have learnt, but think carefully about who with:** We actively encourage children to go home and chat about what they have learnt. However, we carefully discuss the ages of the people they will discuss with. As a general rule, we say don't chat to anyone younger than Year 5.

The Sex Education Programme at Sleights

The key lessons and programme for Sex Education will take place during Year 5 and Year 6. This begins in the autumn term and is revisited in the summer term. Families will be informed, via letter, prior to sessions starting.

Before the Year 5 and 6 sessions, children will be taught:

- **Year 1** being taught the names for different body parts which include the names for external genitalia. This will be taught as part of science, when children will identify the names of body parts, arms, legs, knee etc.
- **Year 1 / 2 / 3's** are taught about what physical contact is acceptable or unacceptable. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign.
- In **Year 4** pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line. This learning continues in Year 5 and 6.

How will sessions be delivered?

- The programme is delivered over a number of sessions by the class teacher and the Headteacher.
- Sessions will be taught in single year group and, in some sessions, single gender (see outline). Where possible, sessions will be led by staff of the same gender.
- Details of the sessions are detailed below.
- Families are informed of the programme by letter. Families are encouraged to 'follow up' the school programme with discussions at home, possibly using the websites.
- Families have the right to withdraw their child from all or part of the programme. Those families wishing to exercise this right are invited to discuss their objections and concerns, and to reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the programme until the request for withdrawal has been removed.

How will sessions be resourced?

- A range of interactive resources and videos are used to support the delivery of sex education at Sleights. These videos can be found on the "Busy Bodies" website. The three videos used are:
 - What happens during puberty?
 - How boys' bodies grow and develop during puberty
 - How girls' bodies grow and develop, including menstruation
- The NSPCC Pants Rule is used to support children in understanding appropriate and inappropriate touch.
- Discussion prompts and quizzes are used from the resource book 'Sex and Relationship Education 9-11' by Motly Potter (A & C Black Publishers) ISBN: 9781408110874

All resources are available to purchase/view online, or can be reviewed in school, by making an appointment with the Headteacher.

Questions

Throughout sessions, children are encouraged to ask questions. However, at the end of each session, children are also given an opportunity to write a question and place it in the basket. Whilst questions are then answered to the class anonymously, children are asked to write their names on questions. This is to ensure that if any concerns are raised, they can be addressed. Alternatively, if questions are unable to be answered (for example, content goes beyond the policy guidance) children can be directed to where this information can be found, or to a discussion with another family member to find the answer.

Sex Education Programme at Sleights

The programme below outlines sessions for Year 5 and Year 6, although sessions taught in single year groups. Sessions take place over a number of days/weeks, depending on the individual group.

Session	Who?		Aims of the session	Activities	Key vocabulary
1	Two members of staff	Boys and Girls	<ul style="list-style-type: none"> Introduce Ground Rules of the programme Know and use the correct names for body parts Identify the changes that will happen to bodies during puberty 	<ul style="list-style-type: none"> Explain rationale for sex education teaching Agree ground rules Identify correct terms for body parts (resource sheet to complete) Watch Busy Bodies "Puberty" video Post questions in 'questions box' 	puberty, hormones, testosterone, oestrogen, genitalia, penis, testicle, scrotum, testes, pubic hair, sweat, breasts, vagina, period, hygiene
2	Two members of staff (same gender as group, if possible)	Boys	<ul style="list-style-type: none"> Know about the physical and emotional changes of puberty in boys 	<ul style="list-style-type: none"> Review Ground Rules Review names of body parts (activity sheet) Watch Busy Bodies "Changes to boys" video (including erections and wet dreams) Post questions in 'questions box' 	penis, testicles, testes, scrotum, pubic and arm pit hair, facial hair, voice breaking, smegma, erection, wet dream, masturbation
	Two members of staff (same gender as group, if possible)	Girls	<ul style="list-style-type: none"> Know about the physical and emotional changes of puberty in girls 	<ul style="list-style-type: none"> Review Ground Rules Review names of body parts (activity sheet) Watch Busy Bodies "Changes to Girls" video (including periods) Samples of sanitary products shared, including identifying locations of products in school Post questions in 'questions box' 	vagina, breasts, pubic and arm pit hair, fallopian tubes, ovary, ova, egg, period, menstruation, tampon, sanitary towel, cycle, masturbation Year 6 only: labia, clitoris, vulva
3	Two members of staff (same gender as group, if possible)	Boys	<ul style="list-style-type: none"> Know about the physical and emotional changes of puberty in girls 	<ul style="list-style-type: none"> Review Ground Rules Review names of body parts (activity sheet) Watch Busy Bodies "Changes to Girls" video (including periods) Samples of sanitary products shared, including identifying locations of products in school Post questions in 'questions box' 	vagina, breasts, pubic and arm pit hair, fallopian tubes, ovary, ova, egg, period, menstruation, tampon, sanitary towel, cycle, masturbation Year 6 only: labia, clitoris, vulva

	Two members of staff (same gender as group, if possible)	Girls	<ul style="list-style-type: none"> Know about the physical and emotional changes of puberty in boys 	<ul style="list-style-type: none"> Review Ground Rules Review names of body parts (activity sheet) Watch Busy Bodies "Changes to boys" video (including erections and wet dreams) Post questions in 'questions box' 	penis, testicles, testes, scrotum, pubic and arm pit hair, facial hair, voice breaking, smegma, erection, wet dream, masturbation
4	Two members of staff	Year 6 Boys and Girls only	<ul style="list-style-type: none"> Understand how a baby is made 	<ul style="list-style-type: none"> Review Ground Rules Children to recap key language and learning. Links to science learning about growth and reproduction, explaining, from a scientific and biology point of view, how this occurs in humans. Post questions in 'questions box' 	sperm, egg, reproduction intercourse, penis, vagina
5	Two members of staff	Boys and Girls	<ul style="list-style-type: none"> Gain a clear understanding of good/bad touch and the rights of our own bodies. 	<ul style="list-style-type: none"> Review Ground Rules NSPCC 'PANTS' rule Activity - "The rights over your own body" Reinforce how to keep safe on the internet and what to do if inappropriate images appear. Post questions in 'questions box' 	private, inappropriate, appropriate, touch, masturbation, respect, safety, rights, online safety
6	Two members of staff	Boys and Girls	<ul style="list-style-type: none"> Gain an understanding about positive body image and feeling comfortable in our own bodies. 	<ul style="list-style-type: none"> Review Ground Rules What do we mean by body image? Post questions in 'questions box' 	body image, stereotype, respect, comfortable

Relationship Education at Sleights

The programme below outlines how relationship education is developed across the school.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I know that there are different types of relationships including families, friends and others (this includes same sex families) I respect those differences I know that family and friends should care for each other and families can give love, security and stability I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know the names for the main body parts (including external genitalia) and why it is important to keep them private 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 I can name people who look after me, my networks and who to go to if I am worried 	<ul style="list-style-type: none"> I know the characteristics of a healthy family life and the importance of caring for each other and spending time together I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help 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 I have an understanding of stereotypes and how these can have a negative impact (e.g. gender, age) I understand the importance of valuing of one's own body and recognising its uniqueness I know the names for the main body parts (including external genitalia) and the similarities/differences 	<ul style="list-style-type: none"> I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy 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 I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love 	<ul style="list-style-type: none"> I feel good about myself and my body and having an understanding of how the media presents 'body image' 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. I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people 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 I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out I can name people who look after me, my networks and who to 	<ul style="list-style-type: none"> I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation I know the ways in which children grow and develop in puberty, - physically and emotionally I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this 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 I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline I have the skills to form and maintain a healthy relationship I can name people who look after me, my networks and who to go to if I am worried 	<ul style="list-style-type: none"> I understand the physical and emotional changes I will go through at puberty I can look after my body and health as I go through puberty I know about human reproduction including conception 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) I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships) I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)

<p>about anything on and offline and how to attract their attention</p> <ul style="list-style-type: none"> • I know what being a good friend means both on and offline and how they should make us feel happy and secure • I can play and work cooperatively I can listen to other people and show them respect • I can share appropriately I can recognise that my behaviour affects others both on and offline • I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline • I can recognise there are different types of teasing both on and offline • I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • I know how to be nice to people both on and offline 	<p>between most boys and girls</p> <ul style="list-style-type: none"> • I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers) • 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 • I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient • 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 • I can listen to others and respect their viewpoints • I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically) 	<p>and care I understand that it is OK to be different to others</p> <ul style="list-style-type: none"> • I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring • 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 • 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 • 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 I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) • I can empathise with other people and understand how people 	<p>go to if I am worried about anything on or offline and how to attract their attention</p> <ul style="list-style-type: none"> • I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people • I understand a range of feelings and how these make me feel both emotionally and physically 	<p>about anything on or offline and my health and how to attract their attention</p> <ul style="list-style-type: none"> • I know how to respond safely and appropriately to adults I meet (including online) whom I do not know • I know where individuals, families and groups can get help and support • 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 • I understand what boundaries are appropriate in friendships with peers and others both on and offline • I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline 	<ul style="list-style-type: none"> • 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 • 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 my health and how to attract their attention • I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict • 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 • I can recognise and challenge
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		<p>can react differently to the same situation I can listen to and show respect for the views of others both on and offline I know the importance of valuing myself I can recognise and challenge stereotypes (including supporting trans children)</p> <ul style="list-style-type: none"> • I know about change and loss including separation, divorce and bereavement and the associated feelings 			<p>discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <ul style="list-style-type: none"> • 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
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