



Policy on Relationship and Sex Education

Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education is now compulsory for all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. The topics covered within the RSE curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

In Sunnybrow Primary School, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. As children progress through the school, teaching will build on the knowledge acquired in the younger years and begin to develop further pupils' understanding by starting to explore risk areas such as intimate relationships and sex.

Our belief at Sunnybrow Primary School is that mental wellbeing is central to a child's success and will enable them to build positive relationships. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. RSE is taught within the context of our PSHE curriculum and we believe that this provides a comprehensive approach to helping to foster our children's wellbeing and develop resilience and character that we know are fundamental to a child being happy, successful and productive members of society. Central to this combined RSE and PSHE curriculum is a child's ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. We promote positive character values. We call this following the 'Sunnybrow Way' by showing HEART, which stands for Honesty, Empathy, Ambition, Respect and Resilience and Trust.

Under the provisions of the Equality Act, Sunnybrow Primary School will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. At Sunnybrow Primary School our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice.

RSE Policy and Curriculum Development and Review

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education. We are clear that parents and carers are the prime educators for children on many of these matters. At Sunnybrow Primary School, we aim to work in collaboration with parents and carers, building on what pupils learn at home. This policy and the RSE curriculum reflects our school's context and diverse nature as well as recognising that the role of educating every child is a partnership between home and school. We aim to always deliver content in a sensitive, objective and balanced manner to enable children to



comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life. The RSE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

RSE Curriculum Overview

The RSE curriculum is part of the whole school PSHE curriculum, which is planned and designed to be age appropriate, under the following themes:

- Relationships (families and friends)
- Health and Wellbeing
- Living in the Wider World

These are then broken into the smaller topics of me and my feelings, me and my actions, me and my relationships, me and my well-being, me and my safety and me and living in the wider world. The RSE topics fall under all of these themes and are taught within the PSHE curriculum, but may also be covered across the curriculum in subjects such as science and Religious Education. You can find how our RSE curriculum is covered in PSHE in the document RSE coverage in PSHE LTP which can be found on the 'Curriculum' section of our school website.

Principles and Values

In addition, Sunnybrow Primary School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.



When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers and other professionals, may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Organisation and Content of Relationship and Sex Education

Sunnybrow Primary School specifically delivers RSE through its PSHE Programme, RE and Science lessons at Foundation Stage, KS1 and KS2.

Much of the relationship and sex education at Sunnybrow Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

From Class 1 (Nursery and Reception), pupils will be taught the correct terms for body parts, including external genitalia).

In Class 4 (Years 5 and 6) we teach specific lessons as part of our 'Growing-up' topic. The outline of these lessons are:

Lesson 1-Changing bodies

Lesson 2-Emotional changes during puberty

Lesson 3-Just the way you are

Lesson 4-Relationships

Lesson 5-Let's talk about sex

Lesson 6-Human reproduction

If anyone require a further breakdown of what we cover in these lessons, please contact Miss Murphy or Miss Wild.



Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationship and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Pupils from Sex and Relationship Education

RSE is a statutory curriculum and as such pupils are expected to participate. Parents may have concerns or wish to withdraw their child for aspects of the RSE curriculum. Parents must send a written request to the Head Teacher which will then be reviewed in line with Government guidelines.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Children are taught from Year 1 about the difference between secrets and surprises, and how to know which secrets should be kept and which one's children should tell, and this is reinforced and built on throughout a child's time at our school. A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child.

Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.



These procedures should be read in conjunction with the Durham DSCP guidance on underage sexual activity at

www.proceduresonline.com/durham/scb/p_underage_sexau_act.html Signed. C.Sim

K. Wild

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