

Trythall School

RELATIONSHIPS AND SEX EDUCATION POLICY

2023

Next Review – May 2024

Review Information – Annually or following a change in legislation

Read and signed by

Date:

DOCUMENTS & GUIDANCE THAT INFORM OUR SCHOOLS RSE POLICY

Document/Guidance
KCSiE 2022
Relationships education, relationships and sex education and health education
Working together to safeguard children, Dec 2020
Sharing nudes and semi-nudes: advice for education settings working with children and young people, Dec 2020
Sexual violence and sexual harassment between children in schools and colleges, Sept 2021
Searching, screening and confiscation, advice for school, Jan 2018
Relationships education, relationships and sex education (RSE) and health education: FAQs, July 2020
Relationships, sex and health education: guide for school, June 2019
Tom Bennett's Independent review of behaviour in schools, March 2017
Teaching about relationships, sex and health, Sept 2020
Review of sexual abuse in schools and colleges, June 2021
Safeguarding and Child Protection
PSHE Association advice and guidance as recommended by the DfE

RELATIONSHIPS & SEX EDUCATION POLICY

Introduction and Definition

This policy applies to all pupils in the school, including EYFS.

Relationships and Sex Education is a preparation for adult life and starts in the earliest years of Trythall School. The curriculum covers the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

Trythall School is committed to providing a Relationships and Sex Education (RSE) which promotes the spiritual, moral, cultural and physical development of all its pupils. Within a moral framework, it encourages exploration of values and moral issues; consideration of personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at Trythall School, children will learn key knowledge and skills to help keep them safe and prepare them for adult life. This will have a positive impact on their ability to achieve and succeed to their full potential and be an active and good citizen in the future.

Pupils are taught to consider and understand, within the context of the community, society and their own values:

- Respect for themselves
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and the wider community.

This policy serves to communicate with staff, parents, visitors and pupils how RSE will be delivered at Trythall School.

The Governing Body oversees the policy, and it is discussed annually at the Governor's meeting.

CONTEXT AND AIMS

The Relationships Education, 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 in primary education.

Whilst all the elements below are delivered as a part of this curriculum, some elements will be delivered via assemblies, in the science curriculum, in sports lessons, special school themed events and as part of the wider Life Skills curriculum. RSE teaching happens within the Life Skills timetabled lessons.

RSE at Year 6

After Relationships Education in Years R-5, Relationships and Sex Education is taught in Year 6. We aim to help pupils develop an understanding of how they can develop healthy, nurturing relationships of all kinds – not just intimate relationships. They should learn what a healthy relationship looks like and how to recognise a good friend, a good colleague and other committed relationship. It will also cover human reproduction. It will teach what is acceptable and unacceptable behaviour in a relationship. This will help pupils as they build relationships, to consider the positive effects of a good relationship on mental wellbeing as well as to identify when a relationship is not right and understand how they can manage in such a situation.

The aims of RSE at Trythall School are to:

- Enable pupils to begin to understand the nature of human relationships;
- Enable pupils to see the importance of stable loving relationships for bringing up children;
- Prepare pupils for the changes which will occur to their bodies, minds and emotions as a consequence of growth;
- To help pupils stay healthy and safe as they move from childhood to adulthood;
- Help to keep pupils safe from harm both on and off-line, enjoy relationships and build confidence in accessing services if they need help and advice.

THE ELEMENTS OF RSE

Attitudes and Values

Pupils will learn:

- The importance of values and individual conscience and moral considerations;
- The value of family life and stable, loving relationships for the nurture of children;
- The value of respect, love and care.

They will also explore, consider and gain an understanding of moral dilemmas and will develop critical thinking as part of decision-making.

Personal and social skills

Pupils will learn:

- To manage emotions and relationships confidently and sensitively;
- To develop self-respect and empathy for others;
- To make choices based on an understanding of difference and with an absence of prejudice;
- To develop an appreciation of the consequences of choices made;
- To manage conflict;
- How to recognise and avoid exploitation and abuse.

Knowledge and Understanding

Pupils will learn that humans reproduce and will develop an understanding of physical development at appropriate stages. They will also develop an understanding of the importance of being healthy in body, mind and relationships.

DELIVERY OF RSE

RSE is a cross-curricular study and will be embedded across the curriculum. Elements of *attitudes and values* will be delivered through assemblies and RS lessons; elements of *personal and social skills* will be embedded in the Life Skills curriculum; elements of *knowledge and understanding* will be delivered in the science, sports and humanities curricula. This will be further supported by the ethos and values in our wider curriculum and the school overall.

RSE IN THE CURRICULUM

Following the PSHE Association thematic models for Y1 to Y6, RSE will be taught under the headings of:

- Health & Wellbeing: Physical health and Mental wellbeing, Growing and changing, Keeping safe.
- Relationships: Families and friendships, Safe relationships

Year group	Content	
	Relationships	Health & Wellbeing
Year R/1	Families, respectful relationships, staying safe, positive friendships, similarities and differences	Growing and changing; being healthy, feelings, keeping safe
Year 2/3	Families, resisting pressure, respectful relationships and self-respect	Healthy choices, feelings, staying safe, resilience, body parts (see MEDWAY PRIMARY PSHE EDUCATION RELATIONSHIPS AND SEX EDUCATION Y1/2)
Year 4/5/6	Positive friendships, including online, responding to hurtful behaviour, respecting similarities and differences, peer influences, feeling safe, prejudice and discrimination, respectful relationships Wider relationships, starting to explore the concept of consent, expressing opinions, respecting other views, discussing issues	Balanced lifestyles, being healthy, keeping safe, personal identity, mental wellbeing, medicines and safety, managing loss, change, time and bereavement, drug use

In addition:

Year 5 only will be taught - how my body changes as I grow. (see MEDWAY PRIMARY PSHE EDUCATION RELATIONSHIPS AND SEX EDUCATION YEAR 4/5)

Y6 only will be taught - how babies are made (see **MEDWAY PRIMARY PSHE EDUCATION RELATIONSHIPS AND SEX EDUCATION YEAR 6**)

By the end of Year 6, pupils should know:

Families and people who care for me:

- That families are important for children growing up because they can give love, security and 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:

- How important friendships are 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:

- 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.
- 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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:

- 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:

- What sort 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.

ASSESSMENT

In accordance with the RSHE (Relationships, Sex and Health Education) statutory guidance, we ensure that regular feedback is provided on pupils' progress, and that teaching is assessed, and assessments used to identify where pupils need extra support or intervention. Teachers of RSHE (Life Skills) plan, teach and assess the subject in accordance with the high expectations across the school in other subject areas. Akin to the processes and documents involved in assessment across the range of subjects taught at Trythall School, regular assessment takes place for Life Skills/RSHE and provides information about individual pupil progress, knowledge and understanding of the content of the curriculum.

INCLUSION AND EQUAL OPPORTUNITIES

The school recognises that pupils with special educational needs and/or disabilities may need to receive differentiated material and teaching styles, as appropriate. We are aware of the cultural diversity of our pupils and of the wider community and educate pupils to understand and respect differences in customs and beliefs. The needs of EAL (English as an Additional Language) pupils are acknowledged and teachers will ensure that materials will be presented in a clear and understandable way. We comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion, belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as protected characteristics).

The school ensures that it considers the makeup, needs of the pupil body, and takes this into account in the design and teaching of inclusive relationships education and sex and relationships education. The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

The school will be responsive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. See Safeguarding Child Protection Policy.

The school is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys will be boys" as the school recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The school will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.

The school will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.

PARTNERSHIP WITH PARENTS AND THE RIGHT TO WITHDRAW FROM RSE

Parents have an active role in developing our policy. We are committed to work with parents by providing information and advice through our website regarding what will be covered in the curriculum. We aim to give enough information for them to raise any concerns or seek advice on the content of lessons.

Parents have the right to withdraw their son or daughter from sex education, which is not part of the science curriculum throughout the school. They can do so in writing to the Head. On receipt of such a letter, the Head will invite the parents to a meeting, at which they will explain what the school's policy is and seek to accommodate the wishes and/or concerns of the parent. If this is not possible, the pupil will be withdrawn from RSE for the sex education lessons and suitable work and supervision will be provided.

Parents do not have the right to withdraw their child from the relationships part of the curriculum.

SAFEGUARDING, CONFIDENTIALITY AND ADVICE

The school will follow Keeping Children Safe in Education (KCSiE) and will ensure children are taught about safeguarding, including about how to stay safe online. Children are made aware of how to raise concerns or make a report and how any report will be handled through the Life Skills lessons. See the Life Skills Curriculum.

The school recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND (Special Educational Needs and Disabilities) children might be needed.

Teachers will manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality.

Trythall School recognises that the RSE programme can raise issues in which advice and confidentiality may be necessary. Teachers will follow the School's Safeguarding and Child Protection Policy if a child protection issue is raised.

If a member of staff has a child protection concern, they refer this to the school's DSL. They can also contact the MARU directly.

WIDER CURRICULUM LINKS

Science:

The statutory requirement for the science curriculum is that by the end of Year 6 young people will know:

- That fertilisation is the fusion of a male and female cell;
- About the physical and emotional changes that take place during adolescence;
- About the human reproductive system, including the menstrual cycle and fertilisation;
- How the foetus develops in the uterus;
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

Wider curriculum:

Teaching staff receive information and are updated on the policy and curriculum content to ensure that RSE is supported and delivered across the curriculum through links with the Life Skills curriculum.

MONITORING, EVALUATION & REVIEW

The RSE programme will be monitored by the Head

Evaluation will use:

- Lesson observation;
- Discussions with teachers delivering RSE;
- Student voice through the school council and the pupil communication box;
- Parental feedback;

This policy will be reviewed annually as well as in response to:

- Feedback from pupils;
- Feedback from staff;
- Feedback from parents;
- Changes in the statutory requirements or guidance issued.

As part of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out and support and training offered as appropriate.

Created: May 2023

Review date: Annually or following a change in government guidance and legislation.