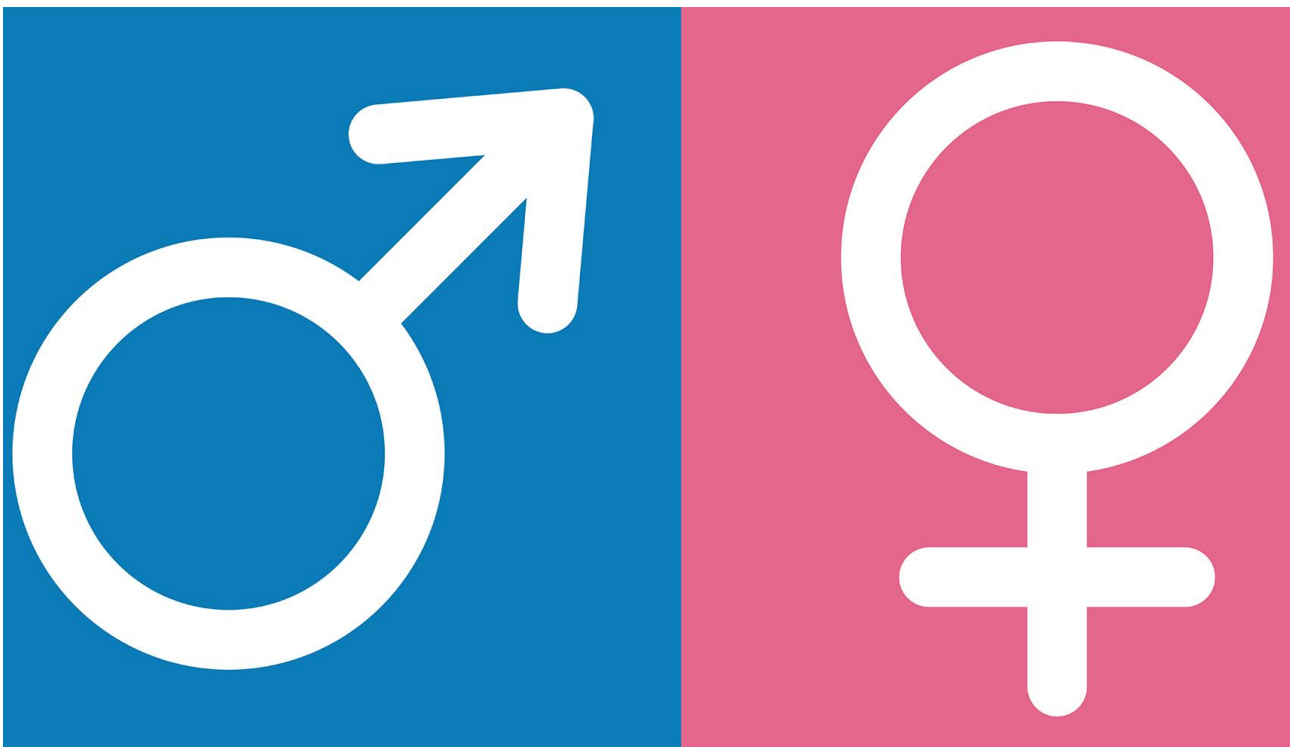


Relationships and Sex Education Policy



The Stour Federation

1. INTRODUCTION

This policy covers The Stour Federation's approach to Relationships and Sex Education, not only in lessons but through the attitude of our staff and children alike, our ethos and approach and commitment to equality both within and outside the classroom.

It was produced with guidance from the Department for Education (DFE), PSHE Association and the Christopher Winter Project (CWP) and in consultation with staff, governors, parents and pupils.

It will be reviewed on a regular basis to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with current guidance from the Government and DfE. It must also remain relevant to the experiences of our children.

To ensure its use, this policy will be available for staff to refer to by The Stour Federation Google Drive and to parents through each school's website.

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance became mandatory in September 2020. Expectations on primary schools are as follows:

5.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.

5.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice based language.

We are aware we need to be mindful of and respect a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on such matters as; naming the body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception and forced marriage. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

The PSHE Curriculum team is responsible for the creation of this policy and the monitoring of RSE

teaching in The Stour Federation Multi Academy Trust, reporting to each school's Local Academy Council and the Trust Board of Directors.

2. RELATIONSHIPS EDUCATION IN PRIMARY SCHOOLS

The DfE states the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

It is about helping children understand and make sense of the world they are growing up in; to recognise the similarities and differences between their peers and their families; to understand the fact that every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way that you don't like but also the difference between private and public behaviours.

It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the RSE and Health Education Guidance.

3. SEX EDUCATION IN PRIMARY SCHOOLS

Although The Relationships Education, Relationships & Sex Education and Health Education (England) Regulations 2019 made Relationships Education compulsory in all primary schools, Sex Education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored the age and the physical and emotional maturity of the pupils.

The only aspect of RSE teaching that is non-statutory is to ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. All other aspects of RSE match the health and relationships objectives, all of which form part of the statutory curriculum.

Please note, the only aspect of CWP that covers a small element of Sex Education is Year 6 Lesson 3, Families, Conception and Pregnancy.

In our schools sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as part of the human life cycle as set out in the National Curriculum for Science. Furthermore, it should ensure that all children are prepared for both the physical and

emotional changes of puberty including menstruation. Children need to learn how both boys and girls' bodies function and change as they grow into adults.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise that it is completely natural for children to have questions about sex, their bodies and where they came from.

We believe that sex education should allow children a safe space to ask the questions that they may have without shame or judgement. Evidence shows that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex becoming taboo and children from being embarrassed by the topic.

We believe it is the duty of our schools to give our young people the learning that will enable them to live safe, fulfilled and happy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation, pressure or abuse.

4. SUBJECT CONTENT

We meet the learning objectives as set out in the Relationships Education, Relationships & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across all year groups we deliver both the *Protective Behaviours: Taking Care* programme as recommended by Warwickshire Safeguarding and the *Christopher Winter Project - Teaching RSE with Confidence in Primary Schools* as endorsed by the PSHE Association. Both programmes are based on a spiral curriculum beginning in Reception, building on key messages through to Year 6.

Both Protective Behaviours and CWP are delivered by the classroom teacher.

We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationships and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum and we believe it is important that all staff are able to deliver this to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class feel vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to their class.

5. PROTECTIVE BEHAVIOURS

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours uses a Rights and Responsibilities approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults with whom they can share their worries.

Protective Behaviours are delivered from Reception to Year 6. There are four lessons in each year group. Lessons are delivered over four weeks.

Protective Behaviours - Taking Care Programme				
Reception	Feelings: There is no such things as good or bad feelings Theme 1,	Body Awareness: Naming Private body parts: Penis, Vulva, & anus. mouths are private too	EWS/Scary body feelings: identifying children's EWS	Telling & Secrets: Theme 2, Children will construct their own support networks hands.
Year 1	Feelings: Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters Theme 1.	Unsafe Feelings & Body Awareness: Our bodies warn us if we feel unsafe - we call these feelings EWS	Body Privacy & Secrets: Naming Private body parts: Penis, Vulva, & anus. mouths are private too. Safe & unsafe secrets	Telling & Networks: Theme 2, Children will construct their own support networks hands.
Year 2	Feelings, Rights & Responsibilities: What are Rights & Responsibilities? Theme 1.	Unsafe Feelings, Problem Solving: recognising EWS. Is my fun, fun for everyone?	Body Awareness & Personal Space: my body belongs to me. No one has the right to touch me in a way i don't like. Theme 2.	Networks & Using Them: Children will construct their own support networks hands. Theme 2.
Year 3	Feelings, Rights & Responsibilities: A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? Theme 1.	Unsafe Feelings: identifying children's EWS. Strategies as to what to do when experiencing their EWS.	Body Awareness & Telling: my rules for safety & my body. My body belongs to me.	Networks & Using Them: Children will construct their own support networks hands. Theme 2.
Year 4	Rights & responsibilities, Feelings: exploring children's Rights & responsibilities that come with them. Theme 1.	Safe & Unsafe Feelings: exploring Situations when it feelings fun to feel scared. Recognising EWS.	Exploring Theme 2, Secrets: safe & unsafe secrets. Theme 2	Networks & Using Them: Children will construct their own support networks hands. Theme 2.
Year 5	Rights & responsibilities, Feelings: exploring the Rights of the child. Theme 1.	Safe feelings, Fun to Feel Scared & EWS: exploring & creating safe places. Situations when it feelings fun to feel scared. Recognising EWS.	Theme 2, Secrets & Networks: safe & unsafe secrets. exploring Theme 2 and creating support network hands.	Using Networks: Network review, Who makes a good network person. Keep telling.
Year 6	Rights & responsibilities, Feelings: exploring the Rights of the child. Emotions Theme 1.	Safe feelings, Fun to Feel Scared & EWS: Theme 1. is my fun fun for everyone. Recognising EWS.	Theme 2, Secrets & Networks: safe & unsafe secrets. exploring Theme 2 and creating support network hands.	Using Networks: Network review, Who makes a good network person. Keep telling.

6. CHRISTOPHER WINTER PROJECT

The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (CWP) has been designed to meet the objectives documented in Relationships Education, Relationships & Sex Education and Health Education (England) Regulations 2019. The PSHE association (a national organisation) has reviewed this resource and it has been awarded the PSHE Association Quality Mark.

CWP is designed on a spiral curriculum and has a clear structure which is age appropriate. The lessons are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. CWP teaches the outcomes as stated in Relationships Education, Relationships & Sex Education and Health Education (England) Regulations 2019 and is structured to ensure that prior learning is retrieved and built upon.

The programme will be delivered during the Summer term. The lessons have clear aims and objectives with suggested activities and accompanying resources. Activities include art activities, circle time discussions, games and quizzes, group work and scenario based activities.

There are three lessons for each year group with the exception of Year 6 where there are four.

Some aspects of CWP reinforce the messages of Protective Behaviours. By teaching Protective Behaviours earlier in the year and CWP in the Summer term we give the children regular messages designed to keep them safe.

The materials included in CWP have been trialled in a variety of school settings and have been enthusiastically received by teachers and pupils. Having the backing of the PSHE Association confirms that it is an effective resource for the teaching of RSE in our schools.

CWP focuses on a different aspect of the RSE curriculum in each year group whilst ensuring that the programmes of study are returned to on a regular basis. In EYFS and Key Stage 1 the emphasis is on families, friendships and relationships. As children move into Key Stage 2 there is a greater emphasis on health education including puberty.

The process of conception is introduced in Year 6 where the children build upon prior learning about relationships and the human body. Whilst we appreciate that some parents might feel uncomfortable about this lesson, we believe it is an essential lesson.

We believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment.

We do not separate our classes into boys and girls for any part of this programme, including lessons around puberty. We believe it is important for both boys and girls to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

CWP does not cover the programmes of study for online relationships or being safe online. These objectives are taught as part of the Computing curriculum and in PSHE lessons. The 2 additional units for Year 5 and Year 6 are not part of our intended curriculum and will not be taught.

<p>Reception Family and Friendship</p> <p>Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families</p>	<p>Year 1 Growing and Caring For Ourselves</p> <p>Lesson 1: Different Friends Lesson 2: Growing & Changing Lesson 3: Families & Care</p>	<p>Year 2 Differences</p> <p>Lesson 1: Differences Lesson 2: Male & Female Animals Lesson 3: Naming Body Parts</p>
<p>Year 3 Valuing Difference and Keeping Safe</p> <p>Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support</p>	<p>Year 4 Growing Up</p> <p>Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships</p>	<p>Year 5 Puberty</p> <p>Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and Support</p>
<p>Year 6 Puberty, Relationships & Reproduction</p> <p>Lesson 1: Puberty & Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, Conception & Pregnancy Lesson 4: Online Relationships</p>	<p>Additional Folder Year 5/6</p> <p>Unit 1: FGM Unit 2: Respect and Equality</p>	



7. ANSWERING CHILDREN'S QUESTIONS

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask what is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smartphone. In the age of information where primary-aged children have access at home to tablets, smartphones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and remove the stigma before it has a chance to form.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age

appropriately.

Staff have received appropriate training as to how to answer children's questions age appropriately. This will be done consistently across the schools as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on the children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond by saying 'That is a fantastic question, hold that thought. I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working.'
- If a member of staff doesn't have an answer or doesn't know they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: 'That is a brilliant question, I would like to give you an equally brilliant answer so let me have time to think about it and once I know the best way to explain it I will come back to you.'
- This will allow the member of staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken with the parent/carer and talked through their response.
- Teachers will answer questions openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct questions of their students that could make either parties vulnerable.

8. PARENTS AND PARENTAL RIGHT TO EXCUSE (PREVIOUSLY 'WITHDRAW')

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All new parents to our school will be given information about the RSE programmes that we run as part of their induction to the school, including information of how they can get a copy of this policy.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversation at home and have an opportunity to talk to their children about their own families, beliefs and values.

Before the CWP lessons are delivered in school we will send home a letter to parents to inform them of the dates the lessons will be delivered and the objectives to be covered.

We recognise that under the guidance Relationships Education, Relationships & Sex Education and Health Education (England) Regulations 2019, parents retain the right to request that their child is excused from some or all of the elements of sex education that go beyond the National Curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

In EYFS and Key Stage 1 all of the lessons within CWP are mandatory.

In Key Stage 2, parents can request that their child is excused from the Year 6 lesson Families, Conception and Pregnancy. All other lessons are mandatory.

Should a parent decide that they do not wish their child to take part in this lesson, we ask that they first speak to the classroom teacher to discuss their concerns. Our teachers will happily show parents all of the teaching material and context of the lesson and explain the reasons why any material is included in the programme. We also highlight that whilst parents have the right to excuse their child from this lesson, they do not have the right to excuse other children from receiving the lesson. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break time.

If parents decide to excuse their child they should inform the Head of School in writing, who will find other provision for the child to engage in during the lesson. Currently, headteachers must comply with requests to excuse children from any non-statutory lessons in the programme.

9. POLICY ON MENSTRUATION

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our schools and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods in primary school even in Year 4. For this reason we deliver puberty lessons to all children in Years 4, 5 and 6.

As part of these lessons all children will be told about menstruation and there will be discussions of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitivity.

Menstruation is a healthy bodily function. It should not be something that a person is made to feel embarrassed, shameful or teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed we will take the opportunity to highlight the location of the sanitary bins available in school and how these are used.

In school we have a menstruation kit available in Years 5 and 6 which contains age-appropriate sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of how to access these through designated members of staff including lunchtime supervisors.

When school trips or residential visits are arranged for Years 4,5 and 6, provisions to deal with a child's period needs to be considered, planned for and added to the risk assessment.

10. ASSESSMENT

Following the delivery of the lesson, teachers should assess the knowledge and understanding that pupils have gained from the CWP RSE programme. Any worksheets that accompany lessons should be filed into the pupils' PSHE books/folders and teachers should make judgements as to whether the objectives have been fully or partly attained. There are suggested activities to support assessment within the CWP Teacher Guide.

11. MONITORING AND EVALUATION

The implementation of this policy will be monitored by the PSHE team. The team will monitor written work produced during the lessons and the attainment of the children.

This policy will be reviewed annually or earlier if necessary due to changes in legislation. It will be published on the school website and made available to all parents/carers.

12. SAFEGUARDING CHILDREN

When teaching any sensitive topic such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationships or Sex Education programme have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.