

# Myland Primary School



## Relationships and Sex Education Policy

March 2024

## Relationships and Sex Education Policy (RSE)

Updated March 2024

### Intent:

At Myland Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) is a vital subject which supports children in acquiring the essential knowledge, skills and understanding that they need in order to lead confident, healthy and independent lives. A fundamental part of the PSHE curriculum is *Health Education* where physical health and mental wellbeing is key. Under the new guidance issued by the DfE, Relationships Education and Health Education is compulsory from September 2020. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

The aims of Relationships and Sex Education (RSE) at Myland Primary school are to:

- Provide a secure environment in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

### Curriculum:

The teaching of Relationships and Sex Education (RSE) at Myland Primary School is covered through the PSHE curriculum and the Science curriculum.

#### 1. RSE

Our RSE programme is an integral part of our whole school PSHE curriculum at Myland Primary School. The statutory guidance from the National Curriculum is comprehensively covered by learning opportunities across three core areas: Relationships Education, Health Education and Living in the Wider World.

#### *Relationships Education:*

As part of Relationships Education at Myland, we focus on the characteristics of positive and healthy relationships, including those with family and friends and those with other children and adults. We teach children how to have positive relationships online with an essential focus on online safety and appropriate behaviour, as well as being and keeping safe offline.

### *Health Education:*

As part of Health Education at Myland, we focus on supporting children with their mental wellbeing, including how to talk about emotions and seek support where necessary. Children are taught about internet safety and physical health and fitness, including how to keep an active lifestyle and the impact of a balanced diet. Children are also taught about the impact of drugs, alcohol and tobacco, health and prevention, basic first aid, the changing adolescent body, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle.

## 2. Science

The Science curriculum is statutory in primary schools and also covers different aspects of the RSE curriculum.

### In Key Stage 1 (Years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### In Key Stage 2 (Years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animal
- To describe the changes as humans, develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Our RSE programme will be planned and delivered through a block of sessions using a range of teaching methods which meet the needs of all pupils. High quality resources will support the delivery of our RSE provision and will be regularly review by the PSHE lead.

### **Sex Education:**

We have developed the RSE curriculum considering the age, needs and feelings of pupils at Myland Primary School. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner.

Sex Education at Myland Primary School is delivered in the Summer Term of Year 6. However, the school acknowledges that many children will begin to experience puberty earlier than this age and therefore the school's nurture team will put provision in place for individual children with parental support. When delivering Sex Education lessons, we encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions as well as anonymous questions. Teachers do their best to answer all questions with sensitivity and care.

Primary Sex Education at Myland Primary School will focus on:

- The parts of the body and how they work (naming body parts)
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up

*For more information about our curriculum, see our curriculum map in Appendix 1.*

### **Parents' Right to Withdraw:**

Parents and carers are invited to a Parent Information session with the Headteacher, Year 6 teachers and PSHE lead to discuss the content that will be taught in Year 6 and to view the resources used in the sessions. However, if parents/carers are unhappy, they have the right to withdraw their children from the **non-statutory** components of RSE. Before doing so, parents/carers are encouraged to discuss any concerns with their child's class teacher in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents/carers and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents/carers to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents/carers who wish to withdraw their child.

### **Roles and Responsibilities:**

The Year 5 and 6 Team Leader (Miss Pender) is responsible for PSHE across the school supported by the Headteacher and governors. Governors working with the headship team take responsibility for meeting statutory requirements in SRE.

***Governors:***

The governing body has delegated the approval of this policy to the Headteacher.

***The Headteacher:***

The Headteacher is responsible for ensuring that RSE is taught consistently across the school by members of staff. The Headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE.

***Staff:***

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

***Pupils:***

Pupils are expected to fully engage in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

***Parents/carers:***

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 cooperation. In promoting this objective, we will inform parents about the school's RSE policy and practice; answer any questions that parents may have about the RSE of their child (this includes an opportunity for the parents to attend a Parent Information session before any RSE teaching is delivered) and we will notify parents when Relationships and Sex Education will be taught by letter.

**Safeguarding:**

Teachers 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. If a child protection issue arises, teachers will immediately report concerns to the designated safeguarding lead and in her absence, the deputy safeguarding lead.

This policy will be reviewed by the governing body annually.

## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

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Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>
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