Thurston Primary Academy

PSHE and Relationship and Sex Education Policy

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1. Policy Statement

We follow the statutory Guidance from the DfE (Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).

Relationship (including online relationships) and Health education (including puberty and emotional well-being) will be statutory in all primary schools from September 2020. Sex education will be statutory in all secondary schools and in primary schools; with consultation of stakeholders schools may choose to teach elements of this, at an age appropriate level. Parents will not have the right to withdraw their child from Relationship and Health Education in primary schools but still may do so if Sex Education is chosen to be taught.

2. Aims:

At Thurston C of E Primary Academy, RSE (including puberty) is embedded into our PSHE curriculum and aims to help children develop:

- Self-esteem and self-awareness;
- The skills needed for successful and positive relationships;
- A beneficial attitude towards difference and diversity;
- An understanding of their own and other's rights;
- Emotional literacy and ability to communicate their thoughts and feelings;
- The ability and confidence to make informed choices;
- The ability to keep themselves and other people safe by minimising risk from harm;
- An understanding of their own and others' attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions;
- An awareness of the validity for the messages they receive from the media;
- A positive attitude towards their body and gender;
- The confidence and knowledge of how to seek help and support;
- Ways to support their emotional well-being;
- Understanding of their bodies and how these change;

We aim to provide the pupils with the information they need to support them through the process of puberty in a positive, open and supportive environment. Although our PSHE curriculum builds on from the children's understanding of how our bodies change as we grow, year on year, we teach the main changes of puberty in Year 4 and 5, when many of our children are starting to experience puberty and are showing an increased awareness of matters relating to their body, including body image. We have chosen, with consultation with staff, governors, parents and pupils, to teach elements of sex education, at an age appropriate level, in Year 6. Our RSE programme gives pupils accurate information about sex and relationships so pupils can make informed decisions at a time when they are showing an increased awareness of their bodies and sex.

3. Teaching and Learning/Content

We teach our main RSE (including puberty) curriculum through a well-planned, appropriate and progressive PSHE curriculum. However, our RSE curriculum may be taught (not duplicated) through the teaching of other subject areas such as ICT (internet safety), Science, Philosophy and circle time.

The Science National Curriculum covers some aspects of RSE, which are statutory, therefore we are legally required to teach it. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and notice that animals, including humans, have offspring, which grow into adults. We also teach them about the main parts of the body, related to their senses. At Upper Key stage 2 (Year 5 and 6), we teach the children to describe the life process of reproduction in some plants and animals and describe the changes that humans make as they develop to old age. The children are also taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

All staff will use the correct terms for all body parts as this is deemed good practice and will avoid the use of any slang.

By the end of primary school the children will have been taught about: families, friendships, respecting relationships, online relationships, being safe and Changing Adolescent Body, including human reproduction (Year 5 and 6).

The content of RSE will include the following topics:

Foundation	• Explore and identify friendly behaviour in self and others. • Understand others view points and developing empathy. • Understand the importance of listening to others ideas and sharing resources fairly. • Develop acceptable strategies for when things are not going well. • Looking at similarities and differences between others and not excluding anybody because they are different. • Learn about and accept different families
Key Stage 1	• Identify and respect differences and similarities between people. • Identify their special people and how special people should care for each people. • What makes them special. • That they belong to different groups and communities. • About people who look after them and who to go to for help. • Recognise behaviours can affect other people. • Recognise what is fair and unfair, kind and unkind, right and wrong. • That people's bodies and feelings can hurt. • Listen to other people and play and work cooperatively with others. • Recognise different types of bullying and teasing and understand these are unacceptable. • Recognise when people are being unkind and how to respond. • That we have rights and responsibilities.

	• Strategies to resist bullying and teasing.
Key Stage 2	• Recognise different types of relationships. • Know that marriage and civil partnerships are examples of public demonstrations of the commitment between two people (of the legal age), who love each other and want to spend the rest of their lives together. • Recognise ways in which relationships can be unhealthy and who to talk to if they need support. • Recognise what makes a healthy, positive relationship and develop skills to maintain these. • Develop strategies to resolve conflicts and disputes. • Listen and respond respectively to a wide range of people, feel confident to raise their own concerns and care about other's feelings. • Understand personal boundaries. • Recognise and challenge stereotypes. • Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online). • Recognise bullying and abuse in all its forms • Realise the consequences of anti-social, aggressive and harmful behaviour and develop strategies to get support. • Recognise how images in the media may not reflect reality • How pressure to behave in unacceptable, risky and unhealthy ways can come from a variety of sources. • Critically examine what they see on social media and how it can mislead them. • How their bodies and emotions may change as they approach and move through puberty (focus in Year 4 and 5). • About human reproduction (focus in Year 6)

4. Resources

RSE resources are chosen and checked for being inclusive, promoting positive, healthy and unbiased messages, age appropriateness, promoting positive values, being accurate and being up to date.

A selection of materials that cover sensitive areas such as puberty and sex education are available on the website for parents/carers to view.

Use of Visitors

SRE is delivered predominantly by the pupils' class teacher. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside agencies may be invited to contribute to the delivery of SRE in school. If this is the case, parents will be informed if they will be covering sensitive areas such as puberty and sex education.

We have a code of practice for using visitors to support the delivery of PSHE:

- All visitors will follow our safe guarding procedures;
- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All input to lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Asking and answering questions

We will endeavour to:

- make it clear, through ground rules, that nobody should ask personal questions;
- make it clear that adults or children will not answer personal questions;
- answer all relevant questions asked;
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually;
- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage);
- use a question box (a box in the classroom that pupils can 'post' written questions). Children may or may not use this question box anonymously. (This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question);
- encourage pupils to ask their parents/carers any question outside the planned programme;

5. Learning Environment

Ground rules will be established at the beginning of any RSE lesson in order to allow pupils to feel comfortable with asking and answering questions in a positive and supportive environment. Respect will be shown at all times. No personal questions are acceptable in SRE lessons. Strategies will be developed to ease embarrassment if it occurs.

If, for any reason a teacher feels uncomfortable with delivering aspects of this curriculum, they are encouraged to discuss this with the headteacher and come to a suitable arrangement.

All pupils will learn about both sexes. For sensitive areas, such as puberty and sex education, staff will make an informed decision whether to teach in same or mixed sex groups, depending on the cohort of children and individuals, gaining their preference if deemed appropriate. If they are taught in mixed sex groups, where possible, opportunities will be made for pupils to discuss matters further in single sex groups or individually.

The SRE programme will be monitored and evaluated through:

- Parent meeting to introduce the curriculum (or Initial Parental Questionnaires within the 2020 pandemic restrictions)
- Questionnaires and pupil perception interviews
- Discussions
- Teacher assessments
- Pupils' self- assessment and evaluations
- Teacher evaluations at the end of a block of lessons that are then forwarded to the PSHE coordinator to inform future developments.

6. Involving parents

Before children in years 4, 5 or 6 embark on lessons involving puberty or sex education, parents/carers will be informed and invited to view a selection of resources. In the case of sex education, they will also be made aware of their right to withdraw their child from those lessons. Parents do not have the right to withdraw their child from Science lessons where reproduction is covered. Those parents/carers wishing to exercise this right are asked to put this in writing and invited to discuss their decision and concerns and reflect on the impact withdrawal may have on the child with the headteacher.

7. SEND

We are committed to the provision of RSE to **all** of our pupils, including those with SEND and understand that the provision may need to be adapted and/or differentiated to meet the needs of our SEND pupils, in line with the SEND code of practice.

8. Equality and Disability

In accordance with our equality and disability policy and in line with the equality act (2010) at Thurston C of E Primary Academy, we teach our pupils to value and respect diversity, in terms of gender, religion, language, race, culture, social background, appearance, family set-up, sexuality, special needs, ability or disability. Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people.

Although it is not appropriate to teach primary aged children about the physical aspect of same sex relationships, through exploration and explanation, we will teach the children about acceptance of differences, including LGBT and different family units, such as single parent or same sex parent families, in accordance with our equality and disability policy.

Any comments or behaviour that infringe this, will be dealt with firmly and in accordance with our anti-bullying policy.

9. Safeguarding and Confidentiality

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases the school's safeguarding children policy needs to be referred to.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named Senior Designated Lead for Safeguarding who will act according to the Safeguarding Policy and Keeping Children Safe in Education statutory guidance 2015.

10. Monitoring and review

All teachers and governors will receive a copy of the policy and made available on the school website and a copy provided for parents/carers on request.

The Governing Committee will monitor the RSE policy on 3 year cycle, unless changes come into effect. The committee reports its findings and recommendations to the Thedwastre Education Trust, as necessary, if the policy needs modification. The Governing Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments.

Links to the SRE policy can also be found in other policies including PSHE Policy, Safeguarding Children Policy, Drug Education Policy and Curriculum/Science Policy.