



CHINLEY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

RELATIONSHIPS AND SEX EDUCATION POLICY

In producing this document the school has recognised the need to consult with parents, pupils, governors, staff and other members of the wider community. The school has taken into account the latest DfES SRE guidance and reflects current Local Authority recommendations.

AIMS

The school will deliver an appropriate RSE curriculum within the programme for PSHE and Citizenship so that children receive their sex education in the wider context of relationships, thereby preparing them for the changes ahead.

Children will:

- ☐ develop confidence and a sense of responsibility
- ☐ prepare to play an active role as citizens
- ☐ develop a healthier, safer lifestyle
- ☐ develop good relationships and have respect for differences between people

ORGANISATION

RSE will be taught through a number of subject areas across the curriculum such as science, RE, English, drama, history, circle time, collective worship and through timetabled sessions for PSHE.

Through an appropriate scheme of work the school will ensure continuity and progression within and across Key Stages. Teachers will use a range of approaches to ensure that children are able to discuss issues freely as they arise, whilst taking account of the suitability of the topic.

TEACHING AND LEARNING

Teachers will use a variety of strategies to facilitate learning, which encourages pupils to participate, question and communicate. This might include:

- ☐ videos
- ☐ books
- ☐ posters
- ☐ role play
- ☐ guest speakers
- ☐ debates

Ground rules are established in order that all children can contribute within a safe and caring environment, regardless of ability, gender, religion or beliefs.

Teachers will use their own discretion with regard to pupils with Special Educational Needs. Teachers will use 'distancing techniques' to enable real life issues to be addressed without personal disclosure.

LEARNING OBJECTIVE

At Key Stage 1 pupils should be taught:

- ☐ that animals, including humans, move, feed, grow, use their senses and reproduce.
- ☐ to recognise and compare the main external parts of the bodies of humans
- ☐ that humans and animals can produce offspring and that these offspring grow into adults
- ☐ to recognise similarities and differences between themselves and others and to treat others with sensitivity.



CHINLEY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

At Key Stage 2 pupils should be taught:

- ❑ that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- ❑ about the main stages of the human life cycle

RSE should have three main elements - knowledge and understanding, attitudes and values and personal and social skills.

In primary schools the guidance recommends that:

- ❑ 'All primary schools have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children'.
- ❑ 'In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem'.
- ❑ 'Both boys and girls know about puberty and how a baby is born.... All children including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes'.

In years 5 and 6 pupils should be taught:

- ❑ changes in the body related to puberty, such as periods and voice breaking.
- ❑ when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.
- ❑ how a baby is conceived and born.

In addition primary schools should ensure that all children:

- ❑ develop confidence in talking, listening and thinking about feelings and relationships.
- ❑ are able to name parts of the body and describe how their bodies work.
- ❑ can protect them and ask for help and support
- ❑ are prepared for puberty

For a full overview of our SRE and PSHEE programme including key learning around safeguarding and keeping safe, please see Appendix A below.

ROLES AND RESPONSIBILITIES

The head teacher has overall responsibility to ensure that the school has an up to date policy in place.

The PSHE and Science Curriculum Leaders will ensure that the curriculum plans reflect the policy.

Each class teacher will ensure that the programme for RSE is effectively delivered.

This policy is reviewed annually within the ongoing cycle of school improvement.

Class teachers should write to parents outlining the content of any RSE programme prior to delivery in class.

WITHDRAWAL FROM RSE ACTIVITIES

It is recognised that parents have the right to withdraw their child from RSE lessons – in its entirety or in part. This is clearly stated in the School Prospectus. If a parent chooses to withdraw their child then arrangements are made for that child by the class teacher, in consultation with the Headteacher.

Reviewed by Peter Lambert

Date: 07.11.2022

Agreed by Governors: Minute number:

Date:

Policy Reviewed: November 2022



CHINLEY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Agreed by Governing Body: Minute number: PAS03/06.03.2017 Date: 6.3.17

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Radicalisation and Extremism	Bullying including Cyber bullying	Drug and alcohol awareness	E-safety	Healthy Relationships including child sexual exploitation	Healthy Relationships including child sexual exploitation

Appendix 1 - Plan

Autumn 1: Radicalisation and Extremism

The government believe that the promotion of fundamental British Values is at the heart of preventing Radicalisation. The first half of the Autumn Term lends itself well to activities concerning British Values.

<u>Key Questions</u>	<u>Activities</u>
What different faiths and beliefs can you think of? What examples from around the world can you think of where toleration of different faiths and beliefs has been ignored or abused? How can we be more tolerant of different faiths and beliefs? How old do you have to be to be held criminally responsible? How old do you have to be to get a custodial sentence for a crime? How old do you have to be to join the armed services? How old do you have to be to vote? How old do you have to be to be entitled to the national minimum wage? What is the person in charge of a court called?	• Involve pupils in democratic processes e.g. elect school council representatives • Create and display class rules in the classroom • Assemblies linked to the law e.g. School Behaviour Policy • Positive relationships encouraged, modelled and taught • Create a British Values Display with class • Character Education link – ‘People who help us’ – police could visit • Create a calendar of cultural and religious festivals taking place during the academic year to promote tolerance of different cultures and faiths • Create opportunities/space for children to debate/discuss/give their reactions to major events which may concern Radicalisation/Extremism



CHINLEY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

The group of people that decides if a person is innocent or guilty is called what? Where are less serious offences such as driving offences heard? Where are serious offences like murder heard? What does mutual respect mean to you? What examples of mutual respect can you think of from your own life? Can you think of any examples of when you haven't been respected? What did you do about it? What should you do if you are not being treated with respect and fairly? Some countries are dictatorships and do not have democratic elections. Can you think of any? What is individual liberty?	• Look at the legal system in the News and discuss whether you agree/disagree with verdicts • Find out about the political parties in our local area
--	---

Autumn 2: Bullying including Cyber Bullying

The second half of the Autumn Term lends itself well to this theme as Anti-Bullying Week falls within this half term.

<u>Key Questions</u>	<u>Activities</u>
What kind of person is a bully? What kind of person is bullied? Should we treat each other as we like to be treated? What does this mean? How can we make sure that everyone is	• Give pupils the opportunity to write new words about bullying and getting help to a traditional tune/popular song. • Create role-plays or mini-plays about what pupils would do if they saw someone being bullied. • Use excerpts from a list of



CHINLEY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

included? How can we make sure that children are not bullied? What can you/the class/the school do? What should you do if...? (scenario given) What is a bystander? How can bystanders help the child who is being bullied? How can the bystanders help stop the bullying? What could they say or do? What would work and what wouldn't work? What different types of bullying are there? What do you know about cyber-bullying? What advice would you give to someone who is being bullied online?	children's fiction such as Harry Potter books to discuss bullying • Create posters/bunting/art work to advertise no bullying • Discuss bullying, violence and the media, including whether films, TV and computer games that glorify violence and bullying behaviour should be banned. • Pupils could draw round their own hands and write one thing on each finger that they'd do to stop an act of bullying instead of being a bystander. • Character Education Link – 'Kindness'
--	---

Spring 1: Esafety

The second half of the Spring Term lends itself well to this theme as Safer Internet Day falls within this term.

Spring 2: Drug and Alcohol Awareness

Many resources can be found online to support teaching activities concerning Drug and Alcohol Awareness. Teachers may have already taught aspects of this theme through Science lessons.

<u>Key Questions</u>	<u>Activities</u>
KS1 How can I stay healthy? What are medicines? Who gives us medicines?	• KS1 children could watch and discuss the following clip which considers why we take medicines: http://www.bbc.co.uk/programmes/p01119



CHINLEY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

What are the risks associated with medicines? What is a hazardous substance? KS2 Why do people smoke? What are the physical effects of smoking? What are the effects of alcohol? What risks are associated with alcohol? Which drugs are legal/illegal? What is peer pressure? Where can people get help, advice and support for drug-related issues?	q1p - KS2 children could look at the following website: https://www.lookoutzone.co.uk/ - By visiting different areas and accessing both Alcohol awareness games and Smoking awareness games in the virtual town children will discover lots of information about alcohol & tobacco.
--	--

Summer 1 and 2: Healthy Relationships including child sexual exploitation

Healthy Relationships including child sexual exploitation will run through Summer 1 and 2. Topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed should be explored this term.

It should be noted that many year groups teach specific SRE objectives in the Summer and those covered earlier in the year could be reflected upon this term and related to Healthy Relationships activities where relevant.

<u>Key Questions</u>	<u>Activities</u>
Who are people in your life that make you feel good about being yourself and why? Can you give some examples of important relationships in your life now? Can you predict how these may change as you grow older? What are the characteristics or qualities you look for in a friend? Does it matter if the friend is a boy or girl?	- See the NSPCC Website which has free resources for the Underwear Rule – including a lesson plan, slide presentation, curriculum links, classroom activities and more. - Use age-appropriate Thinkuknow resources which are designed to keep children safe from sexual abuse and exploitation - Introduce respect as party of



CHINLEY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

What is self-esteem and why is it important? Can you identify some pros and cons to getting married whilst respecting choice?	healthy relationships and ask pupils to contribute their ideas about respect • Encourage pupils to think about the qualities they would like a new friend to have and how those qualities would contribute to the development of a healthy relationship.
---	---