

# GRANGEFIELD SCHOOL

## Relationship and Sex Education (RSE) Policy

### Aims

The aims of relationships and sex education (RSE) at Grangefield school is to:

- Provide a framework 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Grangefield School we teach RSE as set out in this policy.

### Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### Policy development

This policy has been developed in consultation with staff, pupils and **parents**. The consultation and policy development process involved the following steps:

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. **Parent/stakeholder consultation**
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments are made, the policy will be shared with governors and ratified

## Organisation of Relationship and Sex education at Grangefield School.

All members of staff are involved in teaching sex and relationship education. At Grangefield the subject leader for this educational area is: Louise Patel.

The school will provide suitable training to develop staff competence and confidence in teaching sex and relationship education.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Staff will respond to pupil's questions as they arise; giving the information required with sensitivity and in a manner appropriate to the maturity and needs of the child.

## Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum (Jigsaw). Biological aspects of RSE are taught within the science curriculum.

At Grangefield school, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

During all RSHE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

When teaching RSHE lessons all teachers follow the Jigsaw programme which is outlined below.

Reception: Growing up: how we have changed since we were babies

Year 1: Boys' and girls' bodies; body parts

Year 2: Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Year 3: How babies grow and how boys' and girls' bodies change as they grow older

Year 4: Internal and external reproductive body parts, body changes in girls and menstruation

Year 5: Puberty for boys and girls, and conception

Year 6: Puberty for boys and girls and understanding conception to birth of a baby

## **SPECIFIC ISSUES**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSHE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Grangefield School believes that RSHE Education should meet the needs of all pupils, answer appropriate questions and offer support. This should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## **WORKING WITH PARENTS**

Parents should feel free to make contact with the school on any issue of concern to them or their son/daughter.

If parents do not want their child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. The head teacher must grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

## **MONITORING AND EVALUATION**

Staff and pupils are involved in evaluating work.

The sex and relationships education policy is subject to annual review by the governors. The effectiveness of the policy is monitored by the subject lead and reported to the governors.

The governing body has full confidence in the staff of the school and believes that the best interests of the pupils and their parents will be served by sensitive consideration of all matters relating to human sexuality.

## **OWL GROUPS**

Grangefield School Owl Groups uniquely nurture a sense of belonging and being a part of a family unit. Owl group activities respond to the needs of the school and create equal opportunity. Together children learn to recognise the importance of all ages and differing stages of development

Policy Last Reviewed: September 2020

## By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>



TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



**Grangefield School**  
*Flying high. Spreading our wings.*