



GREEN LANES SCHOOL POLICY

FOR

Relationships and Sex Education

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary School, we create caring, confident and committed learners for life.*

Date reviewed	Signed by Green Lanes governing body
Date reviewed	Signed by Headteacher
Date Reviewed	Summer 2023
Due for review	Summer 2024

Relationship and Sex Education

Effective Relationship and Sex Education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHCE and the National Curriculum launched in 1999, which lie at the heart of our policy to raise standards and expectations for all pupils.'

(Sex & Relationship Guidance, DfES 2000)

Primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

(SRE briefing paper Dec 2016 Robert Long)

Under 'Opportunities to teach safeguarding' (point number 68) the guidance states that:

'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or – for maintained schools and colleges – through relationship and sex education (RSE).'

The updated guidance puts stronger emphasis on teaching about safeguarding and the role of RSE in doing so.

- Does learning about keeping safe begin early in primary school?
- Do pupils know when it is good or bad to keep secrets and how to get help?

Purpose

At Green Lanes Relationship and Sex Education is essential in creating an inclusive ethos and central to developing healthy relationships and behaviours where children are able to assess and manage risk. The views of all parents and carers are actively sought, allowing the parent voice to be clearly heard and responded to.

Who was consulted?

Staff, governors and parents were consulted about this policy and the contents of the schemes of work.

Relationship to other policies

Relationship and Sex Education forms an integral part of schemes of work for science, and personal, social, and health education (PSHE), and relates to child protection including e-safety.

Roles and responsibilities of Headteacher, other staff, governors

The **governing body** will:

- regularly review the policy and scheme of work, ensuring that it reflects a broad and balanced curriculum
- seek the advice of the Headteacher and parents on this policy, keep it up to date, and made available for parents
- ensure that the policy focuses on developing healthy relationships and behaviours

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of Relationships and Sex Education and how it reflects the aims and values of the school
- Relationships and Sex Education is provided in a way that encourages developing healthy relationships and behaviours where children are able to assess and manage risk.
- a scheme of work is agreed and implemented- Jigsaw scheme is used as a base and adapted in line with parent and school consultation
- parents are informed about the programme for relationships and sex education each term, through the termly outlines.

Staff who teach Relationships and Sex Education are expected to:

- provide relationships and sex education in accordance with this policy and in a way which encourages pupils to consider developing healthy relationships and behaviours where children are able to assess and manage risk.
- participate in training to provide relationships and sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Headteacher any materials which they consider to be inappropriate
- external agencies are not usually used to deliver the relationships and sex education scheme and if used all external agencies should relate to this policy and materials should be viewed in advance of the session to ensure that they are in keeping with this policy.

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

Parents' rights to withdraw a child from RSE

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum. [parents around the right to withdraw.](#)

Arrangements for monitoring and evaluation

Workshops and information events allow parents/carers to see materials being used as part of the scheme of work.

Questions can be asked by parents about any part of the scheme of work. The Parent Forum work with the school yearly on reviewing the scheme of work, using materials from Jigsaw Appendix 1, 2.

Additional advice and delivery of the scheme of work will be sought through consultation with the school nurse and other organisations such as Childline and NSPCC. The school also uses the program Natterhub to support e-safety in relation to this policy.

Programmes of study may be modified to meet the needs of the individual pupils for example the materials on puberty may be made available to parents of pupils going through early puberty.

Managing difficult questions

As with any topic, children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be able to ask questions in a safe and appropriate manner. Teachers may feel that it is not appropriate to answer questions in front of the whole group, the questions can then be addressed on an individual basis with the pupil and in some cases with parents and carers.

Staff will be mindful of their safeguarding role and will follow the relevant school procedures.

Core outcomes and themes for the scheme of work should include:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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

- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness

- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,

- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources