



Relationships and Sex Education (RSE) - led by Miss J Adams

Aims and Objectives

At Howley Grange we believe that the essential aim of relationship and sex education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasizing the benefits of a healthy lifestyle. We believe that relationship and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of our pupils and preparing them for the opportunities, responsibilities and experiences of adult life. We also believe that relationship and sex education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly. Issues raised by children will be dealt with honestly, taking into account the maturity of the child.

"It is the lifelong learning about physical, moral and social development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity". (Sex and Relationship Education Guidance – DfES July 2000

Teaching and Learning Effective teaching of relationship and sex education will increase pupils' knowledge of:

- ◆ the body, so that they can name parts of the body and describe how their bodies work. Scientific body part names (including genitalia) will be taught from year 1 and repeated throughout both key stages.
- ◆ human growth, development and life cycles and prepare them for puberty.
- ◆ families and parenting
- ◆ safety and child protection, including online safety, in order to protect themselves and ask for help and support
- ◆ improve their self-esteem
- ◆ develop confidence in talking, listening and thinking about feelings and relationships
- ◆ make informed choices and decisions
- ◆ develop personal initiative and be able to take responsibility
- ◆ recognise personal skills and qualities in themselves and others
- ◆ maintain and develop relationships
- ◆ develop self-confidence
- ◆ develop assertiveness in appropriate situations
- ◆ develop the motivation to succeed.

Organisation of the School's RSE

The role of the PSHE Co-ordinator is to ensure the coverage of an appropriate RSE programme, including all statutory requirements, within PSHE education is taking place. The Co-ordinator will support and advise but the actual content will be taught by the class teacher.

Topics and themes are based on PSHE framework guidelines and are built upon from year to year. Statutory science objectives are taught in addition to PSHE.

Methods of teaching may vary but pupils are taught in their normal mixed classes unless it is deemed appropriate and / or relevant to teach smaller groups and / or single gender groups. Children are given the opportunity for discussion and time for reflecting on what has been learnt. There is the potential for discussion on a one-to-one basis. Pupils may ask questions in confidence using a suggestion box.

Resources such as books, worksheets and videos are selected carefully and are appropriate. These are audited and new resources acquired when necessary. Teachers will discuss the materials used in school with parents.

YEAR GROUP	TERM TAUGHT	TOPIC
YEAR 1	AUTUMN 1	Relationships: Ourselves and others; similarities and differences; individuality; our bodies
	AUTUMN 2	Relationships: Ourselves and others; people who care for us; groups we belong to; families
	SPRING 1	Health and wellbeing: Being healthy; hygiene; medicines; people who help us with health
	SPRING 2	Living in the wider world: Money; making choices; needs and wants
	SUMMER 1	Health and wellbeing: Keeping safe; people who help us
	SUMMER 2	Living in the wider world: Ourselves and others; the world around us; caring for others; growing and changing
YEAR 2	AUTUMN 1	Relationships: Friendship; feeling lonely; managing arguments
	AUTUMN 2	Relationships: Behaviour; bullying; words and actions; respect for others
	SPRING 1	Living in the wider world: People and jobs; money; role of the Internet
	SPRING 2	Health and wellbeing: Keeping safe; recognising risk; rules
	SUMMER 1	Health and wellbeing: Being healthy: eating, drinking, playing and sleeping

	SUMMER 2	Health and wellbeing: Feelings; mood; times of change; loss and bereavement; growing up
YEAR 3	AUTUMN 1	Relationships: Friendship; making positive friendships, managing loneliness, dealing with arguments
	AUTUMN 2	Health and wellbeing: Keeping safe; at home and school; our bodies; hygiene; medicines and household products
	SPRING 1	Relationships: Families; family life; caring for each other
	SPRING 2	Living in the wider world: Community; belonging to groups; similarities and differences; respect for others
	SUMMER 1	Health and wellbeing: Being healthy: eating well, dental care
	SUMMER 2	Health and wellbeing: Being healthy: keeping active, taking rest
YEAR 4	AUTUMN 1	Health and wellbeing: Self-esteem: self-worth; personal qualities; goal setting; managing set backs
	AUTUMN 2	Relationships: Respect for self and others; courteous behaviour; safety; human rights
	SPRING 1	Health and wellbeing: Feelings and emotions; expression of feelings; behaviour
	SPRING 2	Health and wellbeing: Basic first aid, accidents, dealing with emergencies
	SUMMER 1	Living in the wider world: Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions
	SUMMER 2	Health and wellbeing: Keeping safe; out and about; recognising and managing risk
YEAR 5	AUTUMN 1	Health and wellbeing: Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes
	AUTUMN 2	Living in the wider world: Money; making decisions; spending and saving
	SPRING 1	Health and wellbeing: Growing and changing; puberty
	SPRING 2	Relationships: Friendships; relationships; becoming independent; online safety Health and wellbeing: Drugs, alcohol and tobacco; healthy

	SUMMER 1	habits
	SUMMER 2	Living in the wider world: Careers; aspirations; role models; the future
YEAR 6	AUTUMN 1 & 2	Health and wellbeing: Looking after ourselves; growing up; becoming independent; taking more responsibility
	SPRING 1 & 2	Living the wider world: Media literacy and digital resilience; influences and decision-making; online safety
	SUMMER 1 & 2	Relationships: Different relationships, changing and growing, adulthood, independence, moving to secondary school

Specific Issues

Parental involvement and the right to withdraw in Relationships and Sex Education lessons. The Relationships objectives (see end of policy) are statutory, therefore parents are not able to withdraw their child from these lessons. If our school deems it appropriate to address Sex Education, parents will be informed and they have the right to withdraw their child from these sessions. Before doing so, we would encourage parents to discuss their concerns with their child's teacher, the PSHE Lead or the Head Teacher.

Child Sexual Abuse - This issue is covered in the School's Child Protection Policy. Teachers receive regular training in recognising safe-guarding issues and how to respond to any issues that may arise.

Confidentiality - Where possible a child's confidentiality will be maintained, but the child must be aware that the confidentiality may be broken if it is thought necessary, but that their best interests will be maintained. The Safe Guarding Lead should be consulted if it is thought that the child is at risk in any way. (See Child Protection Policy) Teachers are not legally bound to inform parents or Headteachers of any disclosure unless Headteacher has specifically asked them to do so.

Teaching strategies -

- Establish ground rules eg no-one to ask personal questions; no-one will be forced to take part in a discussion; only correct names for body parts to be used. Situations may still arise where unexpected / awkward questions and comments are made by pupils and the school believes that teachers must use their skill and discretion.
- Distancing techniques to de-personalise discussions
- **Dealing with unexpected questions:** Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned. Teachers should refer to ground rules; refer pupils to another appropriate person eg School Nurse; teachers to acknowledge if they do not know the answer; teachers to acknowledge if they feel a question is too explicit or inappropriate and to deal with it on an individual basis
- Use discussion techniques for effective learning
- Encourage reflection.

Ethnicity - It is important to consult with parents and pupils to check on whether certain issues are culturally appropriate / acceptable to address in mixed groups.

This policy is supported by other school policies and should be read in conjunction with the following;

- Child Protection Policy
- Health and Safety Policy
- Equal Opportunities for All Policy
- Anti-bullying policy
- PSHE Policy
- Behaviour Policy
- Online-safety Policy
- Confidentiality Policy

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 J Adams
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Department for Education – Statutory Requirements

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <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> <ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources