Palatine Primary School

Relationship (Sex) Education (R(s)E) Policy

Please note this area of work has been covered by different policies before.

Ratified by the Management Committee: September 2021

Date of next Review: September 2022

Aims for Relationship (Sex) Education:

RSE contributes to the curriculum for Safeguarding, Sensory and Physical Development and Social, Emotional and Mental Health Development

Within relationship education children will experience learning across the following areas:

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

Within these they will cover various themes and ensure that, by the end of the primary phase, where appropriate, children:-

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are encouraged to explore values, attitudes and personal relationships
- Are able to differentiate between boys and girls
- Are able to name parts of the body and describe how their bodies work
- Are prepared for puberty
- Are aware that some parts of their (and other people's) bodies are private
- Are empowered to feel confident about taking ownership of their bodies
- Develop self-esteem and self-awareness
- Know ways to stay safe and ask for help and support
- Develop emotional well-being to help them form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, at school, at work and in the community

Statutory Requirements for Relationships and Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

Pupils receiving primary education must be taught Relationships Education and Health Education according to sections 34 and 35 of the Children and Social work Act 2017.

At Palatine we believe that RSE should contribute to preparing pupils for the opportunities, responsibilities and experiences of adult life.

What is Relationships Education?

R(S)E is the part of the curriculum that aims to teach children the fundamental building blocks and characteristics of positive relationships. It focuses on friendships, family relationships and relationships with other children and adults. It also forms part of our Safeguarding Curriculum, developing children's understanding of their bodies, enabling children to take ownership of their bodies and understanding and respecting differences as well as knowing how to keep themselves safe. It prepares them for further learning when they reach appropriate levels of development at secondary school.

What and how is it taught and who is responsible?

The content of RSE is contained within our Safeguarding, Sensory and Physical Learning and Social, Emotional and Mental Health curriculums. It is taught at appropriate levels

depending on children's development. We will use a wide range of approaches and resources to engage children according to their needs including the use of effective sensory equipment.

It will be taught through whole class topics as part of the school, long term plan and at regular intervals for older children approaching puberty. Delivery of content is the responsibility of the class teachers and will be primarily taught within each class. Sometimes it will be necessary for support staff or other trained adults to support and deliver teaching. It may also be necessary to group children together across classes, such as when exploring issues particularly relevant to boys or girls. Staff will also be prepared to cover issues with specific children if the need arises. This may come from staff concerns or parents or carers. All staff are aware of the need to assess pupils' existing knowledge and adapt their teaching programme to fit the needs of their pupils. This will all be overseen by the lead teacher for SEMH and the Designated Safeguarding Leads.

See Appendix 1 for a summary of content and vocabulary at each Pre key stage standard.

See Appendix 2 for a yearly overview of content.

Roles and responsibilities

The governing body

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

The lead teacher for RSE is Nathan Bird.

Staff are responsible for:
> Delivering RSE in a sensitive way
> Modelling positive attitudes to RSE
> Monitoring progress
> Responding to the needs of individual pupils

In teaching and delivering RSE, Staff will:
> Use correct terminology as this is deemed good practice.
> Avoid the use of any slang.
> Use respectful language which challenges sexism, homophobia and other forms of prejudice and discrimination.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Managing difficult questions

Primary-age pupils may ask questions pertaining to sex or sexuality which go beyond what is set out for in our Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

As you can see from the previous section our relationships education is taught at an appropriate level for the child taking into account their stage of development.

Our R(s)E curriculum upholds our curriculum vision of "challenged, stimulated, motivated and equipped". We recognise that our duty is to ensure that pupils are equipped with an understanding of relationships, their changing bodies and how to keep safe in order to be prepared for their next stage of their journey. We will enable our pupils to access this learning with an understanding of how each pupil learns best, their physical and emotional development and the cultural and religious backgrounds of each of our pupils, including pupils' life journeys and their prior understanding and experiences of relationships. We recognise that some children have life experiences that have not modelled safe or trusting relationships and for these children, relationships education first starts with supporting pupil's positive attachments and understanding how to support children when they become dysregulated to enable them to feel safe. This will include being aware of pupils' individual triggers and building positive relationships and communication channels with parents/carers and social care to support these children in accessing relationships education in a way that is appropriate to them.

Parental Involvement

Parents and carers have been be consulted in the development of this policy and their views will be taken into consideration. All parents and carers will be notified of what and how the curriculum is delivered across school and specifically when children in older years will explore puberty, when they will receive a letter from the lead teacher.

They will be informed that as Relationships Education is statutory, parents and carers do not have a right to withdraw their children. Parents have a right to withdraw their child from the sex education elements within relationships and sex education curriculum. At Palatine we have made the decision not to include Sex education as this is not a requirement for primary schools. The lead teacher for RSE and/ or the senior team will liaise with parents who wish to withdraw their child and make arrangements for that child as appropriate.

If parents or carers have specific concerns or questions then they can contact the school to discuss these further.

Monitoring and Reviewing

The subject will be monitored and overseen by the lead teacher for SEMH and Designated Safeguarding Leads annually. The policy will be reviewed in three years and submitted to the governing body for approval.

Appendix 1 – Summary of content and vocabulary at each Pre Key Stage standard

Pre Key Stage standard	Breadth of Learning In this pre key stage standard I will:	Vocabulary
For pupils who are engaged in non-subject specific learning, relationships education will look different. Pupils will have positive relationships modelled to them. Their learning will focus on their body awareness through experiencing how their bodies move and respond in different learning environments and through adults modelling appropriate language to label their body parts. Pupils will have experiences and learning that enables them to explore choice making and be able to develop their self-advocacy through their emerging communication. Pupils will develop their emotional responses and have experiences that enable them to be able to build positive attachments and relationships with their key adults, extended support team and other peers.		
Pre PKS1	• Learn to respond to others' facial expressions, body language and noises • Learn how to respond to others in intensive turn taking games • Learn how to seek others when I am feeling sad • Learn who my familiar adults are • Learn to be comforted by others in different ways	Names of body parts Expressions – cry, laugh, smile, frown Taking turns Yes/No Please
1	• Learn to identify different body parts and their names through participation activities such as playing games or singing songs • Learn how to tell an adult that something about my body is not right (illness or injury) • Learn how to build relationships with special people • Learn that my special adults keep me safe • Learn how to participate in online and computer games and activities for short periods of time • Learn how to seek help from a familiar adult when something unexpected happens on my device (coming out of a program, unexpected window or pop up appearing, something going wrong)	Names of body parts Expressions – cry, laugh, smile, frown friends, adults Yes/No Please Help please
2	• Learn which parts of my body are private to me • Identify people and professionals who could help me stay safe and healthy • Learn to name people who can help me from different groups such as family, friends and other adults • Learn to name things that are the same or different with me and my friends • Learn and name some things that we can do online, such as play games, communicate with others or buy things • Learn to communicate to a variety of people if something unexpected or worrying happens on my digital device (at home and at school)	Changes, private parts, friendships, relationships, problems, conflict, solutions, disagree, families, differences, similarities listening, point of view Online, digital device
3	• Learn how to interact appropriately with others using physical contact, knowing the difference between safe, unsafe and unwanted touches	Changes, private parts Scientific words for body parts – vagina, penis, breasts Hygiene, staying clean

		• Learn how to tell an adult that something has happened to me or someone I know • Learn to identify ways in which bodies change as we grow older • Learn to identify similarities and differences between boys and girls and be aware of stereotypes • Learn the importance of keeping my private parts private and do this independently • Learn to identify when it is appropriate to tell an adult what has happened to someone related to safety, including the responsibility of bystanders • Learn ways to interact appropriately with new adults and children • Learn about different relationships I have with others including family, friends, staff and identify what features of good relationships are • Learn that other people's relationships (especially families) may not look the same as mine • Learn to identify safe adults including safe strangers and those in authority • Learn about and identify the many benefits of the internet • Learn about and identify some specific negative consequences of the internet including time spent online and online bullying • Learn about things that are appropriate to search for on the internet and things that are not • Learn what to do if I see something inappropriate on the internet	stereotypes Friendships, relationships, problems, conflict, solutions, disagree, bullying, bystanders, families, differences, similarities Listening, point of view Age restrictions, inappropriate, searches, cyber-bullying
4		• Learn that my body will change as I grow and that others' will too (particularly awareness of opposite sex) • Learn the importance of ours and others' body privacy as they grow and change • Learn to recognise and understand different expectations of boys and girls and say what they think about these • Learn to recognise and understand that other people's relationships and families may be different to mine and they may change over time • Learn to recognise the difference between safe and unsafe strangers and how to communicate with others if I feel unsafe • Learn about similarities and differences between pretend and real worlds and that behaviours in pretend/online worlds could be dangerous in the real world • Begin to learn about the rules and potential dangers that apply to children on online	Puberty, changes, private parts Scientific words for body parts – vagina, penis, breasts Hygiene, staying clean Friendships, relationships, problems, conflict, solutions, falling out, disagree, bullying, bystanders Listening, point of view Age restrictions, inappropriate, pop-ups, personal information, hidden costs, loot boxes

		games such as age restrictions, bullying, personal information or hidden costs • Begin to identify whether messages spread on social media are positive or negative, kind or unkind • Learn how and who to communicate with if someone says something unkind to me online or asks for personal information • Learn to close a program and report to an adult any inappropriate content from searches or pop-ups • Begin to distinguish between what is true and what is false on the internet	
5		• Learn to reflect on changes in my body and emotions as I grow including the menstrual cycle and how to look after myself when I have a period • Learn about different rates that children's bodies change • Learn to apply rules about keeping mine and others' bodies private and safe and how to say no and how to tell a safe adult if something is happening that I don't like • Learn strategies to empathise with others who are experiencing changes in their bodies • Learn different places where I can get information about my changing body and puberty including how reliable these sources are • Learn to reflect on different types of families, friendships and relationships including commitment and marriage and parents and children • Learn about what happens when relationships change and go wrong, including bullying (and cyber bullying), divorce, and separation • Learn about the rules and potential dangers that apply to children on online games such as age restrictions, bullying, personal information or hidden costs • Learn and recall rules that I have learned about being a good friend and apply them online • identify whether messages spread on social media are positive or negative, kind or unkind • Learn to distinguish between what is true and what is false on the internet	Puberty, changes, private parts Scientific words for body parts – reproduction sex, vagina, penis, testicle, menstruation, period, breasts Hygiene, staying clean Friendships, relationships, commitment, marriage, civil partnership, parenting Bullying, bystanders, divorce, separation, disagreement Mediation, negotiation, listening, point of view, conflict Personal information, passwords, copyright, digital footprint, cyber-bullying, appropriate, concerns, respect, hidden costs, loot boxes
6		• Learn that my responsibility for looking after myself increases as we grow • Learn how to recognise when my body is changing and how it might make me feel • Learn how to say no clearly and firmly if I feel pressured into doing something I don't want to • Learn to reflect on my own internet use and identify what I am doing to keep myself safe including protecting personal information and	Puberty, changes, pressure Scientific words for body parts – reproduction sex, vagina, penis, testicle, ejaculate, menstruation, period, breasts Hygiene, cleanliness Personal information, passwords, copyright, digital

		passwords, copyright rules, digital footprint, cyber-bullying, appropriateness of websites and know what to do if I have concerns • Learn how to keep my personal information private including full name, address, phone number and school details • Learn how I accidentally give away clues in my photos (what do they tell us?) • Learn that it is not safe to talk to people I don't know online and never to meet up with someone I meet online. I will learn what to do if someone makes me feels uncomfortable • Learn how to communicate respectfully with others online knowing to be kind and responsible for my words and actions • Understand that things I say online are not a secret and can be viewed by others, affecting their opinions of me now and in the future.	footprint, cyber-bullying, appropriate, concerns, respect, hidden costs, loot boxes
7		• Learn to anticipate how my body changing might affect how I feel on certain days or at certain times • Learn how to manage personal hygiene differently when puberty starts in my body • Learn what FGM is and how to speak out if you know or suspect it is occurring • I can recognise acceptable and unacceptable behaviours when interacting on the computer • I will look at a range of different behaviours on the computer and discuss what is acceptable and what is not • I will look at the difference between behaviour that is silly and unsafe and needs to be reported	Puberty, changes Scientific words for body parts – reproduction sex, vagina, penis, reproductive system, testicle, testis, ejaculate, menstruation, period, breasts FGM Hygiene, cleanliness Acceptable/unacceptable, hidden costs, loot boxes
8		• Learn that different people's bodies change at different times and rates and that this is completely normal • Learn to reflect on society and media expectations of masculinity and femininity and other stereotyping • Learn about which behaviours are appropriate in different settings such as cinemas, politeness in public, and consider the difference between formal and informal relationships • I will be able to identify how to report concerns about content and contact • I will know how to report concerns to an adult but also about some of the reporting systems online (childnet.com, reporting buttons) – school safeguarding system	Puberty, changes Scientific words for body parts – reproduction sex, vagina, penis, reproductive system, fallopian tube, ovaries, uterus, bladder, urethra, testicle, testis, ejaculate, menstruation, period, breasts Stereotypes, expectations, masculinity, femininity, racism, ageism, sexism, bullying, disability, discrimination, equality, prejudice Appropriate behaviour, formal and informal relationships Concerns Specific reporting channels, safeguarding

Appendix 2 – Yearly Overview of Content

Half Term	General Content	Special Notes
Autumn 1	Building trusting relationships Appropriate behaviour	
Autumn 2	Saying 'no'/Speaking out What to do when relationships go wrong Anti-bullying week	
Spring 1	Keeping myself clean Keeping myself safe	Pupils in Y4-6 will talk about puberty in relation to keeping clean
Spring 2	Body parts and privacy Appropriate behaviour	Pupils in Y4-6 talk about puberty in relation to body parts
Summer 1	Different types of relationships Differences between boys and girls Stereotypes	Pupils in Y4-6 will talk about puberty in relation to differences between girls and boys
Summer 2	Puberty and changes	Pupils in Y4-6 will talk about puberty in relation to physical and emotional changes