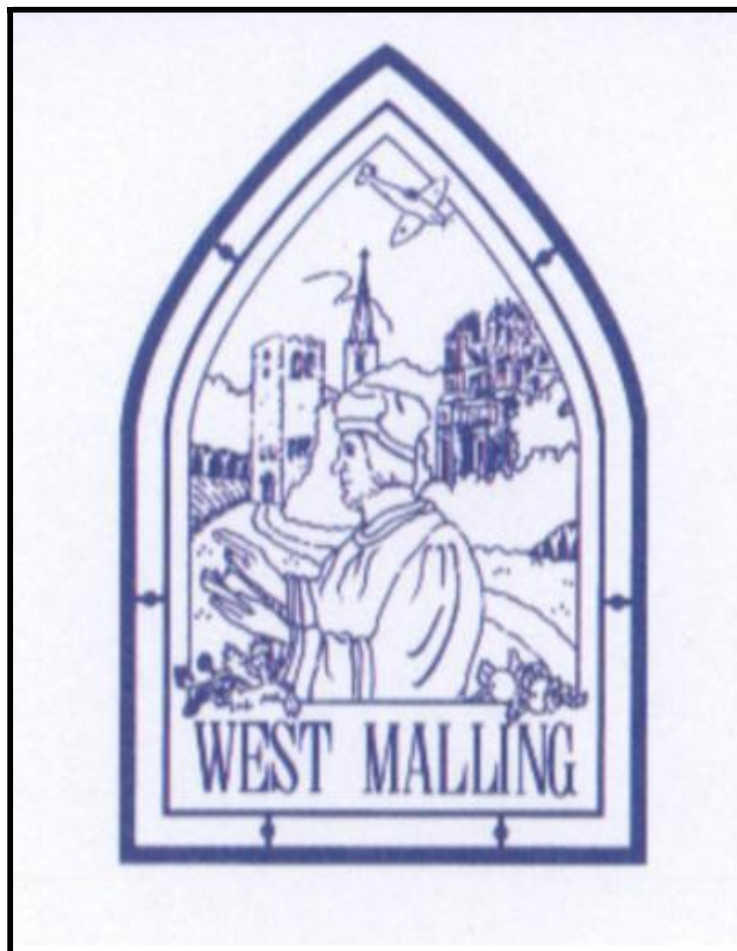


Relationships and Sex Education Policy



Tenax Schools Trust

West Malling CE Primary School and The McGinty Speech and Language Centre

Policy for Relationships Education, Health Education (and Sex Education)

Introduction

Vision

As God's children we grow and learn together, encouraging everyone to "let their light shine" (Matthew 5.16). We strive to be the best we can be, knowing that "what we will be has not yet been revealed" (1 John 3.2). Through love, trust, compassion, hope, forgiveness and perseverance, we flourish as one inclusive family.

This Policy reflects the Equalities Act 2010. The School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

This Policy should be read in conjunction with the School's Safeguarding Policy which can be found here

<https://www.west-malling.kent.sch.uk/school-policies/>

The Statutory Guidance for Relationships, Sex and Health Education may be found at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This Policy takes effect from 1st September 2020 and will be reviewed annually by the Local Governing Body.

Who this Policy is for

This Policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at West Malling CE Primary School and The McGinty Speech and Language Centre.

The Policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this Policy and ensure that their teaching is in line with its intent and its expectations.

Definitions, scope and intent

West Malling CE Primary School and The McGinty Speech and Language Centre teaches the content set out in the Statutory Guidance for Relationships Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.

West Malling CE Primary School and The McGinty Speech and Language Centre teaches the content set out in the Statutory Guidance for Health Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.

West Malling CE Primary School and The McGinty Speech and Language Centre also teaches some selected aspects of sex education in [Years 5 and 6 only] and these are set out in the appropriate section in this policy below.

This Policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 2.

Relationships and Health Education may overlap in content terms with the School's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of Fundamental British Values (tolerance and respect for others, the rule of law, democracy and individual liberty), Religious Education and Citizenship.

Withdrawal from sex education

Parents may elect to withdraw their child from sex education. This right applies only to aspects of sex education which are not set out in the Statutory Guidance for Relationships Education (Primary), Health Education (Primary) or the Science National Curriculum.

The areas of sex education taught by this school are set out below.

- In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in years 5 and 6.
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PHSCE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.
- SRE should focus on the development of skills and attitudes not just the acquisition of knowledge.
- Materials used will reflect the consultation with parents/carers. SRE is taught throughout the school in Years 5 and 6. The range of material used will be available to parents/carers to review ahead of lessons being taught

If a parent wishes to exercise the right to withdraw, having read this Policy, they are invited wherever possible make an appointment with the headteacher to make their request in person. Where this is not possible, the school must receive a request in writing from parent(s). Where the school receives such a request in writing it will be acknowledged in writing within seven days and applied with immediate effect. Once the request is made, it is not necessary for parents to repeat the request – it is deemed to be effective until withdrawn in writing by parents. However, the School reserves the right to contact parents annually or more frequently to check whether they still wish their child to be withdrawn.

Relationships Education Curriculum

The content set out for teaching in Relationships Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Relationships Education' – at times topics will be encountered under other subject headings.

At West Malling CE Primary School we follow the Jigsaw PSHE 3-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year.

The areas are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The Relationships Education occurs in areas 1, 2, 3 and 5 in terms 1, 2, 3 and 5.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Relationships
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Year One	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Year Two	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Life
Year Three	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends

Year Four	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
Year Five	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules
Year Six	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use

Health Education Curriculum

The content set out for teaching in Health Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Health Education' – at times topics will be encountered under other subject headings.

At West Malling CE Primary School we follow the Jigsaw PSHE 3-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year.

The areas are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The Health Education element occurs in area 4 during term 4.

	Healthy Me
EYFS	Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean, Safety
Year One	Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness
Year Two	Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food
Year Three	Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe online and offline, Respect for myself and others, Healthy and safe choices.
Year Four	Healthier friendships. Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength
Year Five	Smoking, including vaping, Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour
Year Six	Taking personal responsibility, How substances affect the body, Exploitation (including 'County Lines' and gang culture, Emotional and mental health, Managing stress

Sex education content

The following sex education topics (other than what is set out in Relationships Education, Health Education or the Science National Curriculum) are planned for teaching at the following points:

At West Malling CE Primary School we follow the Jigsaw PSHE 3-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year.

The areas are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The Sex Education element occurs in area 6 during Years 5-6 during term 6.

	Changing Me
EYFS	Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations
Year One	Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change, Transition to Year 2.
Year Two	Life cycles in nature, Growing from young to old, Increasing independence, Difference in female and male bodies (correct terminology), Assertiveness, Preparing for transition to Year 3
Year Three	How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition to Year 4
Year Four	Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change
Year Five	Self- and body image, Influence of online and media on body image, Puberty for boys, Puberty for girls, Conception (including IVF), Growing responsibility, Coping with change, Preparing for transition to Year 6
Year Six	Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition to secondary school

Special Educational Needs and Disabilities (SEND)

The School is committed to ensuring that all pupils, including those with identified SEND, experience Relationships Education, Health Education [and sex education] which is appropriate both to their needs and their readiness for learning. Where pupils have SEND which means they need a tailored approach either to ensure teaching is effective or to adapt or sequence content to meet their specific needs, the School will undertake to meet their needs effectively. This will either be through appropriate differentiation or support in class, or in some cases may involve some teaching which happens outside the classroom context.

Wider PSHE

In addition to the curriculum overview provided above for Relationships Education, Health Education [and Sex Education], we also teach the following wider topics under the broader heading of PSHE (Personal, Social, Health and Economic Education):

- Celebrating Difference
- Being Me
- Setting Dreams and Goals

LGBT (Lesbian, Gay, Bisexual, Transgender)

It is our objective that Relationships Education helps to promote awareness of diversity and respect for it, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. To this end, LGBT relationships are referenced at various points in the Relationships Education curriculum from Year 3 onwards, specifically in the following ways:

- Year 3 onwards: pupils are made aware that some families may have single parents or LGBT parents, and children in these families are equally entitled to respect
- Year 4 onwards: that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong
- Year 5 onwards: that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives

The School recognises that all people are created in God's image and values and nurtures every child accordingly. Particular regard is had to the Church of England document *Valuing All God's Children*

Religious backgrounds and perspectives

West Malling CE Primary School and The McGinty Speech and Language Centre is a Church of England school. As such, we will teach pupils in particular the perspectives of the main Christian traditions on Relationships and sex alongside teaching pupils their responsibilities, rights and freedoms under British law.

West Malling CE Primary School and The McGinty Speech and Language Centre recognises that careful framing of some issues will be needed to ensure the right balance is maintained. This is particularly the case on LGBT relationships. The School's 'anchor text' on this issue is:

"The majority of people who follow the teachings of Christianity [and/or other faiths] may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. The law in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families."

"If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else."

Visiting speakers

Where visiting speakers are invited or employed to address aspects of these subjects either in class or in other contexts, the School accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The School will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The School reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the School's ethos or approach.

Virtues and character education

West Malling CE Primary School and The McGinty Speech and Language Centre recognises that Relationships Education is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the character of its pupils. We note the Non-statutory Guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf published by the Department for Education on Character Education and are committed to evaluating our strengths and identifying areas for development in the light of the Character Benchmarks identified in this Non-statutory Guidance.

Assessment and evaluation

West Malling CE Primary School and The McGinty Speech and Language Centre approaches assessment and evaluation in this subject in the following ways. Assessment in these subjects is needed to ensure teachers know how well pupils have learnt what is intended for teaching. In cases where such assessment indicates less understanding or knowledge than intended, the teacher will put in place additional teaching or practice as required. Assessment can also be used in some cases to provide teachers with a 'baseline' at the start of a topic or lesson (identifying how much pupils already know before the teaching starts) which can be useful both for teachers and pupils. Assessment itself also supports pupils in the learning and application of essential knowledge: the act of recalling or thinking about an unfamiliar application of knowledge strengthens the cognitive function.

The outline curriculum plan in this Policy informs stakeholders including parents of the subject matter covered. There will be no further reporting to parents on individual pupils' performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

Consultation

A consultation exercise was carried out before this Policy was approved by the Local governing Body. A draft Policy was made available for parents for a six week period. All comments received were noted and shared with the Local Governing Body before the final version of the Policy was approved.

Appendix A

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
 - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils
- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
 - Foster good relations between people who share a relevant protected characteristic and those who do not
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation

Please see the [PSED](#), for further detail as well as the guidance for schools, [Guidance for Schools in England](#) (2014)

[Public Sector Equality Duty](#)