



## **MOOR PARK SCHOOL RELATIONSHIP AND SEX EDUCATION POLICY**

### **Definition**

Sex and relationships education is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health, citizenship, and economic education (PSHCE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline.

### **Approach**

Moor Park has the approach that parents and carers are the prime educators of relationship and sex education, however, Moor Park seeks to complement and reinforce this role through our commitment to the teaching of Relationship and Sex Education (RSE) as set out by the statutory guidance laid out by the Department of Education. Documents that informed this policy include The Education Act of 1996, Learning and skills Act of 2000, Education and Inspections Act of 2006, Equalities Act of 2010, Keeping Children Safe in Education statutory safeguarding guidance of 2016, and The Children and Social Work Act of 2017. We have also actively promoted the fundamental British values focusing on mutual respect and tolerance.

This policy was developed by consulting parents, teachers, pupils, and governors to ensure the subjects put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We approach RSE through discrete lesson time as it is an essential curriculum area, important in promoting the development and acceptance of children's individuality, personalities, and their protected characteristics (as defined by the Equality Act 2010). To advocate self-worth and mutual respect, whilst supporting young people through the mental, physical, emotional, spiritual, and cultural development they will experience from infancy to adolescence.

We will approach the discussion of topics from a Christian standpoint, understanding the importance of giving and seeking consent, healthy relationships and marriage for family life. Our focus has respect, consent, love, and care at the centre.

Teachers will answer questions on the spot if happy and confident to do so, but may come back to children to answer questions more fully once they have had time to prepare an answer. We are aware some sensitive topics have the potential to cause distress and will ensure topics are taught safely and sensitively to cause no harm. Appropriate training is offered to all staff, and those uncomfortable with a topic must make the PSHCE coordinator aware in plenty of time so that training can be given, a different member of the PSHCE team or a professional can be invited to deliver the lesson content.

From Reception classes to Year 8, PSHCE lessons will focus on the building of safe, healthy, equal, and caring relationships, with basic information on puberty from a hygiene perspective being introduced from the Summer Term of Year 4, due to the information gathered, and requests of children in that year group. This will be repeated in Year 5 as children need to be prepared for the changes their bodies are about to go through. If necessary, different gender groups may have a separate lesson to deal with issues of a sensitive nature. If required, and after liaising with SEND Co, vulnerable children can be provided with individualised follow up sessions to cater for their special educational needs.

Our approach allows for information on human reproduction to be taught within the framework of the Science curriculum in Year 6 onwards, with PSHCE lessons running parallel to provide an outlet for children to have any misconceptions, worries and fears addressed in a safe and caring environment. We will ensure that RSE is inclusive and meets all the needs of all our pupils by careful planning and differentiation of tasks and resources.

### **Intent and intended outcomes**

Moor Park intends the programme of Study, in an age-appropriate way, to:

- Cultivate resilience, confidence, curiosity, critical thinking, and independence.
- Know where and how to seek accurate and safe advice, help, or support.
- Give young people the information they need to develop healthy, nurturing relationships of all kinds, especially friendships and relationships within their own family. This includes online relationships, and how to stay safe online.
- Teach what is acceptable and unacceptable behaviour in diverse types of relationships.
- Understand the positive effects of healthy relationships on their mental wellbeing.
- Enable children to be confident with their own beliefs and stand by their morals and values.
- To be confident about their bodies and able to communicate any worries they have accurately to a trusted adult.
- Fully understand the concept of consent and that they have the responsibility to make sure others are comfortable with any social interaction or physical contact, showing respect for themselves and others.
- To develop the skills of listening to others and making themselves heard and clearly understood.
- Develop the attribute of empathy.
- To understand consequences of their actions and understand how to manage relationships that do not feel right to them.

- To give opportunity to develop respect for our differences regarding the protected characteristics as laid out in the Equality Act of 2010, which are age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion, sex, and sexual orientation.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To support pupils spiritual, moral, social, and cultural development (SMSC)

### **Parents**

At Moor Park we believe that the partnership between parents and school is vital. Parents and carers will be informed about what their children will be learning and if requested, will be supported by form teachers and the PSHCE coordinator with how to contribute to their child's learning at home. An open-door policy encourages parents to communicate with both their child's teacher and the PSHCE Coordinator to facilitate this. Parents will be emailed before any lessons containing what could be perceived as an element of sex education, including health lessons on puberty. This will help them support their child with any worries or questions conveyed at home.

### **Right to Withdraw**

Parents have the right to withdraw their child from sex education (SE) lessons, but there is no right to withdraw a child from science lessons or relationship education (RE). If, however, after consulting the curriculum, parents have any concerns, they should contact the PSHCE coordinator or the Head Teacher, as we welcome discussion and respect parental autonomy. Parents will be informed of this policy by being specifically directed to the school website although a paper copy can be provided on request. The RSE content is listed in its entirety in this policy.

### **Responsibilities**

The RSE programme will be led by the PSHCE co-ordinator, Miss Taylor, and taught by form teachers and tutors who will have built respectful relationships with their class and know the children well. It is supported by The Head Teacher, Mr Minogue, and the Governing Body.

Teaching staff will receive full support from the PSHCE coordinator, with access to school based physical resources and quality assured web based PSHCE resources. They will also have the support of the Head Teacher and Governors.

### **Safe Practice**

As with all PSHCE lessons, teachers and pupils will agree ground rules by working together to establish how they will behave towards each other in discussion (see PSHCE policy). These will be revisited before lessons with sensitive relationship or sex education content. Teachers will ensure during RSE, that the use of distancing techniques are always adhered to (see PSHCE policy).

All resources will be checked each time they are used with the particular class in mind to ensure they are appropriate for the children in mind, taking into account the individuality of each child concerned. No graphic inappropriate visual material will be used when teaching relationship and sex education, such as photographs or videos containing real people.

Any external speakers will be accompanied by a teacher and required to read all relevant policies prior to arrival.

This policy is to be read in conjunction with the safeguarding policy.

## **Curriculum**

Our RSE curriculum has been designed in line with all statutory requirements after consultation with teachers, parents, pupils, and governors. Children's responses to questionnaires and requests for topics, played a major factor in the development of the curriculum, and will continue to do so.

Individual lessons will be planned and delivered by form teachers or tutors using a range of teaching methods and interactive activities, including circle time, role play, discussion and debate, sorting activities, true and false games, examples of scenarios to spark discussion and PowerPoints to inform, question and answer sessions, quality assured online resources and video clips, written material and case studies.

Lessons will link to learning in other curricular areas where appropriate.

RSE for each year is outlined as follows:

**Reception class** - taking turns; respect for friends, valuing diversity and other people; what makes a good friendship; what do friends do when things go wrong; listening to others; thinking about others in relation to culture and lifestyle; right and wrong behaviours; what is a friend; how we can help each other; working together; considering the views of others; the positive effect family has on development; to value opinions of others; to articulate how we feel to others; to solve disputes by negotiation.

**Year 1** – differences and similarities between people, right and wrong behaviours; being kind to others; the positive effects that family has on us; appreciating people who help us; valuing other people's opinions; to listen to others; to begin to develop empathy, to be aware of bullying behaviour; to express feelings and learn negotiation can solve disputes.

**Year 2** - How to handle unfairness or bullying; appreciating talents in others; making up with friends; developing communication; appreciating people who help them; playing fair; caring for our family and friends; working together; growing up and growing old, identifying the process of growing up (including correct anatomical vocabulary) and how needs change; to work closely with others and be sensitive toward their opinions, faith, beliefs, and other differences.

**Year 3** – Friendships; making and maintaining healthy relationships; respecting similarities and differences; importance of friendship; solving conflict; recognising hurtful behaviours; when where and how to seek help; trusted people and staying safe; giving and seeking permission in different social situations; responding to strangers; privacy, boundaries, and secrets; treating others with respect; managing pressure.

**Year 4** - fostering healthy relationships including online; communication skills, including online; how to make others feel included without pressuring them and how to combat loneliness; to seek support for loneliness; dealing with being excluded and seeking help; positive dispute resolution; recognising and managing relationships that feel unsafe or

uncomfortable; dealing with other hurtful behaviours; how to ask for support; different types of relationship, including families, friendships and romantic; different types of family structure, including single parents, same-sex parents, blended families, adoption and fostering; ways people care of each other; healthy family life including commitment, care, spending time together and supporting in times of difficulty; how to recognise if family relationships feel unsafe or uncomfortable; process of growing from birth to old age; how to manage the physical changes that happen during puberty, how to maintain personal hygiene during puberty; where to get appropriate help, advice and support with puberty.

**Year 5** - Mutual respect; being polite; behaviour affecting others; how to listen and respond to people with a range of different beliefs, traditions, and lifestyles; how to behave respectfully on line; how stereotypes can influence behaviour; impact on those experiencing or witnessing bullying or hurtful behaviour (including online); how to challenge discrimination; how to seek help or report concerns; the role of trust and respect in healthy relationships; recognising and dealing with friends who make you feel uncomfortable or unsafe including peer pressure; maintaining and respecting privacy, including online, types of physical contact that are, or are not, acceptable; seeking/giving/refusing permission in different situations; seeking advice or reporting concerns about their own or others personal safety in a range of contexts; how to manage the physical changes that happen during puberty, how to maintain personal hygiene during puberty; how emotions may change through puberty; where to get appropriate help, advice and support with puberty.

**Year 6** - Developing friendship skills; positive friendships can support mental wellbeing and self, esteem. How friendships can change; managing bereavement and relationship loss, accessing appropriate help in times of this type of change; empathy and how to support others in times of difficulty; opportunities to connect with other people, including friends on line; know what it means to 'know someone on line and how this differs to knowing someone face to face; why someone may behave differently online; people pretending to be people they are not online; how to manage the risks of communicating online; strategies to respond to harmful behaviour including online; how to report concerns and access help or advice regarding online relationships; managing changes of puberty; adult relationships, including marriage (links with RS) and the life cycle; how a baby is made and how it grows (links with science); gender identity and that some people's gender identity may not correspond with their biological sex.

**Year 7** - qualities and behaviours associated with positive relationships; media stereotypes and their effect on relationship expectations; how to manage expectations for romantic relationships; how to manage strong feelings in relationships; how to identify unhealthy relationships; seeking, giving and withholding consent in a variety of contexts; How to seek support or advice for relationship issues; how to develop self-worth and confidence in decision making; to manage influences on beliefs and decisions; strategies for managing persuasion; gender identity, transphobia and gender based discrimination, homophobia, biphobia, racism, religious and disability discrimination; strategies to challenge prejudice based discrimination and bullying; how to access

support services in relation to inclusion or discrimination; how to handle the stress of physical and emotional changes when going through puberty.

**Year 8** - How to manage group friendships; how to manage social influences, peer pressure and the peer approval in a range of contexts, including in relation to substance use and anti-social behaviour; how to manage personal safety in social situations; how to access support and advice in relation to friendship and peer pressure; about why young people may join gangs and the consequences of gang behaviour; how to access support in relation to peer pressure or gangs; exit strategies for pressurised situations; about relationship norms and expectations; forming new partnerships and developing relationships; the impact of stereotypes on expectations of gender roles, behaviour and intimacy; gender identity and sexual orientation, to recognise levels of intimacy, including sex; choice to delay sex and the right to enjoy intimacy without sex; effective communication strategies and consent in intimate situations; the laws in relation to relationships, sex and consent (including sharing of sexual images); contraception's role in preventing pregnancy and STI's; HPV vaccination programme; how to access help and support.

### **Assessment**

Assessment in RSE will take an ipsative approach. Children will have a baseline activity repeated, or added to, to see how much progress they have made. Teachers will reflect on the initial baseline assessment to inform their planning and to dispel any misconceptions revealed by it. Planning will consider the specific age and level of maturity of children in their class. Baseline assessment activities include individual or small group mind-mapping, 'graffiti' sheets, draw and write, pictures as a stimulus for brain storming, quizzes, storyboards, true/false statement sorting and quizzes. Children will be encouraged to self-assess their progress by reflecting on their learning, encouraging independence and critical thought. Peer assessment is also encouraged. Learning journals, shown in the exercise books, can be kept showing each child's learning journey and individual progress.

### **Review**

Our RSE curriculum has been developed with the children of Moor Park school, and each individual year group in mind, and as such may change slightly according to the children's needs, maturity level, capabilities, and social contexts. The curriculum itself, therefore, will be adapted when necessary to ensure a bespoke delivery of tailored lessons.

The policy will be reviewed at regular intervals, no longer than 2 years apart, to ensure it continues to meet the needs of pupils, staff, and parents and that it is in line with the Department for Education's advice and guidance.