



CAWOOD CHURCH OF ENGLAND VA PRIMARY SCHOOL

Relationships and Sex Education Policy (2020)

Document Status			
Date of next review	June 2020	Responsibility	Teaching and Learning Committee
Date of Policy Creation	03 February 2014	Status: approval at Full GB 29.6.20	
Date of Policy Adoption by Governing Body		Responsibility	Chair of Teaching and Learning
25 February 2014, 2018		Signed	Chair
Method of Communication			
Website, Server			

Rationale

The teaching of Sex and Relationships Education helps children learn about physical, moral, social and emotional development. It has a central focus on the development of the individual, lifelong learning and the understanding of the importance of marriage, family life, respect, stable and loving relationships, responsibilities, love and care. It is also about the teaching about sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. (*DfES RSE Guidance document – 0116/2000, July 2000*).

In addition, the effective teaching about RSE can help to support good mental health and academic achievement.

Statutory Requirements

There is also a legal requirement and **new requirements** from September 2020 to teach mental wellbeing as part of health education. As well as non-statutory guidelines for PSHE, including RSE, the National Curriculum for Science specifies aspects of RSE that must be taught; **it requires that pupils should be taught about body parts, the human life cycle and reproduction at Key stage 1 and 2.**

The policy provides up to date information based on the 2020 guidance on how we provide Sex and Relationships Education (RSE) as part of the Personal, Social, Health and Citizenship Education (PSHCE) framework. This is in addition to the statutory National Science Curriculum topics. It links with the PSHE policy.

RSE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

In the Foundation Stage and Key Stage 1 and lower Key Stage 2, the focus is on relationships in families and with friends (friendship; anti-bullying; building self-esteem). As children go through the school, they begin to consider other relationships. It is only at Year 5 and 6 that sexual relationships are considered (in year 6 children learn about changes in the body such as: puberty; periods; voices breaking; conception; anxieties related to bodily changes).

Parents and carers at Cawood CE (VA) Primary School have the right to withdraw their children from all or part of the sex and relationship education curriculum provided at school, except for those parts

included in the statutory National Curriculum. Nevertheless, we would encourage any parents wishing to withdraw their child to discuss the situation with either the class teacher, Headteacher or the PSHCE subject leader.

This policy is available to all staff, governors and parents on request. It is also available on the school's website. An electronic copy is located on the shared network.

As PSHCE provides a natural and appropriate context for the provision of RSE in schools, this policy forms part of the PSHE policy and links closely with the school's policies on equal opportunities, assessment and teaching and learning as well as forming a foundation for healthy schools.

Child Protection and Confidentiality

It is the responsibility of Cawood CE (VA) Primary School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher or the Child Protection Officer who will advise or act upon the concern. Under the Children Act 1989, adults "*may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare*". Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

Values

We believe that the essential aim of RSE should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We believe that RSE should contribute to promoting the spiritual, moral, cultural, emotional and physical development of pupils at school and that in turn, these should prepare individuals for the opportunities, responsibilities and experiences of adult life. We also believe that RSE should be taught within a caring and Christian 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 and sympathetically, taking into account the maturity of the child.

Aims

Our Christian values underpin all teaching, in all subjects including RSE. We have prioritised the following objectives:

- To promote pupil's self esteem and confidence, especially in their relationships with others
- To give accurate information about puberty, reproduction and contraception and to promote the skills to build positive personal relationships
- To give pupils opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
- To teach about and promote good mental health
- To encourage exploration of values and moral issues, listening to the points of view of others, and respecting their own and other people's decisions, rights and bodies
- To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate and resist unwanted pressure
- To give pupils a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To be responsive to differing needs and backgrounds
- To prepare young people for transitions (such as puberty) and later life
- To fulfil statutory requirements and meet the healthy schools standard

Roles and Responsibilities

The PSHE Subject leader

The school has a subject leader for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss RSE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSE
- review / update the policy on a two-year cycle or sooner if necessary.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of RSE are to:

- liaise with the PSHE subject leader
- keep the governing body fully informed of issues and progress in RSE
- act upon any concerns which may arise from pupil disclosure during RSE sessions.

Guidelines for Teachers

When planning for RSE, teachers should aim:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of RSE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Child Protection Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in RSE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with Dfes guidance (2000). However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

External Agencies

In Y5/6 the school nurse has contributed to work on physical changes (puberty). Parents are informed of the puberty and relationships work that is to be covered in these final years and if they have any questions or concerns, they may consult with the PSHCE subject leader and / or withdraw their child from the particular lessons.

We use the protocol established by the HS2 form when working with visitors in school (see Healthy Schools File).

Organisation, Planning and Resources

RSE is delivered in line with the National Curriculum for Science, the national framework for PSHE, Dfes guidance, the new RSE Guidance (as detailed below) and the North Yorkshire Healthy Schools Programme guidance.

To ensure full coverage, RSE is addressed in two ways:

- through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (eg under a heading such as 'My body', 'Growing up', healthy lifestyles etc)
- through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and have impact.

Assessment and Reporting

Cawood CE (VA) Primary School is committed to making the curriculum as relevant to the children's needs as possible. To this end, ongoing assessments will be made through observation of children and their work and by talking to and discussion between pupils.

A statement as to the personal and social development of each pupil will be made in the annual report to parents. This may make reference to RSE and the responsibility to personal health and well-being learning during the year.

Assessment and reporting of RSE will make reference to learning outcomes in PSHE and/or Science.

Equal Opportunities

All children at Cawood CE (VA) Primary School are given equal access to RSE appropriate to their maturity and age.

Varying Home Backgrounds

At Cawood CE (VA) Primary School, all teaching aims to meet the needs of all children. **At Cawood Everyone Matters.** RSE reflects the realities of children's different lives. This will include, for example, children whose parents are of the same sex, parents of different sex, parents who are married, divorced, separated and children in public care. We shall take care to ensure that there is no stigmatisation of children based on their circumstances; we recognise and celebrate individuality and diversity.

Gender Issues and Sexual Stereotyping

Girls may have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying and any homophobic attitude and language. Teachers are careful not to reinforce unhelpful stereotypes or traditional expectations of gender roles.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. We always aim to work closely with all our carers and parents.

Monitoring and Evaluating

The RSE programme is regularly evaluated by the RSE subject leader. The views of students and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every four years for the following purposes:

- to review and plan the content and delivery of the programme of study for relationships and sex education
- to review resources and renew as appropriate

- to update training in line with current guidelines.

New guidelines from September 2020

Support during and after the corona virus outbreak from March 2020

It is understandable for children to feel anxious about coronavirus. The return to school should help by providing routine and a sense of stability. Cawood CE Primary and all staff will consider how to support pupils who may:

- continue to have anxieties related to the virus
- have found the long period at home hard to manage
- be subject to safeguarding concerns
- make safeguarding disclosures after returning to school
- have lost family members to the virus
- be currently transitioning into a new educational phase

Staff and governors will consider the wellbeing of all staff and implement flexible working practices to promote a good work-life balance for teachers and leaders.

Addressing the possible impact of the corona virus (COVID – 19)

Teachers will ensure pupils have opportunities to:

- develop coping skills and self-care techniques
- talk about their experiences during the outbreak
- have one-to-one conversations with trusted adults, if needed
- learn about topics related to coronavirus (e.g. how to stay alert)
- renew and develop friendships and peer groups
- take part in other enriching developmental activities

The HT and governors will update the safeguarding procedures in September in line with the usual practice.

Supporting children who are bereaved

Children who have lost a loved one to coronavirus (COVID-19) are likely to be dealing with strong emotions (e.g. fear that they are going to die). If a bereaved child chooses to speak to a teacher about their feelings/experiences, the teacher should follow [advice on supporting bereaved children](#) and:

- communicate with the child's family/caregiver to understand the kind of information and support they are happy for staff to provide
- allow the child to talk freely to explore their emotions
- talk honestly, factually and non-judgmentally at a level appropriate to the child

It is also important for schools to provide appropriate support to all school staff working with children who have been bereaved by coronavirus.

Staff will also seek advice and guidance from The Diocese of York.

The new curriculum guidance - September 2020

Knowledge and Capability

From September 2020 there are new requirements for teaching mental wellbeing as part of health education.

STATUTORY GUIDANCE

... young people are increasingly experiencing challenges ... The new subject content of RSE will give children the knowledge and capability to take care of themselves and receive support if problems arise. (p4)

At Cawood CE Primary, we have a degree of flexibility to design and plan age-appropriate subject content (statutory guidance).

Based on our knowledge of our pupils and school community we are now in a position that we can:

- **introduce secondary material in primary** with pupils who are ready

Starting with Well being

We recognise that the majority of children and young people have good mental wellbeing most of the time. Our starting point therefore is to teach pupils the factors that contribute to and help to maintain good wellbeing. This will be firmly based on our Christian values and the intention to deliver the curriculum through the ***5 ways to flourish to take notice, connect, give, be active and to keep learning.***

Our aim is to establish a good understanding of wellbeing. Once the children have a good grasp of this, we will be able to teach pupils to understand and identify the followong:

- when someone may be experiencing poor mental health
- contributing factors to poor mental health
- positive strategies to improve wellbeing
- when people need the help from others

Closely related topics

Mental wellbeing is closely related to several other topics such as:

- Relationships, bullying, and internet safety and harms
- Physical health, healthy eating, and drugs, alcohol and tobacco

Our teaching approach will be to:

- consider thematic links when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics
- design lessons that **enable pupils to make connections** between mental wellbeing and other topics

Pupils with SEND

Pupils with special educational needs and disabilities are statistically more likely to have wellbeing needs. The SEND coordinators will help and support in the usual way in develop and suggesting support strategies and resources.

Lessons will be adapted to allow all children to access and apply the knowledge in the new RSE module.

(When considering the need of SEND children, it is recommended to link lessons with 'preparing for adulthood' outcomes for those with an education, health and care (EHC) plan. (See [SEND code of practice](#), section 8.)

Safeguarding

Pupils may be affected by issues discussed in lessons. The class teacher and possibly, the HSLW and CP officer will speak to pupils and support children and families where this is beneficial, particularly for any children who may have had adverse childhood experiences.

The safeguarding procedures to include:

- setting ground rules for lessons, where needed, particularly around not sharing personal information
- stopping discussions if personal information is shared in lessons and following up with pupils later where needed
- not promising confidentiality if a pupil confides something concerning
- telling pupil's they can ask for help and they will be taken seriously

Class ground rules to include:

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- discussed and understood by all
- clear and practical
- modelled by the teacher
- followed consistently and enforced
- updated when needed
- visible in lessons; for example, displayed on working walls, IWBs, posters etc.

Examples of Ground Rules

Respect privacy.

We can discuss examples but don't use names or descriptions that identify anyone, including ourselves. We never put anyone 'on the spot'.

Listen to others.

It's okay to challenge a view or disagree, but we listen properly before making assumptions or deciding how to respond. Everyone has the right to feel listened to.

No judgement.

We can explore beliefs and misunderstandings about a topic without fear of being judged.

Right to pass.

Every pupil has the right to choose not to answer a question or join the discussion if a topic makes them uncomfortable.

The Primary Curriculum

Staff to refer to the governments statutory guidance of the 25th July for [physical health and mental wellbeing](#).

Introducing mental Wellbeing

STATUTORY GUIDANCE

Know mental wellbeing is a normal part of daily life, in the same way as physical health.

At Cawood we will teach pupils the following:-

- like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.
- Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, and eating and sleeping well can also help.
- Prompt older pupils to reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing. **(5 ways to flourish.)**

(Reference: [NHS: 5 steps to mental wellbeing](#))

Range of childhood emotions

STATUTORY GUIDANCE

Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

At Cawood we will teach pupils to identify and name the range and degrees of emotions in daily life. Pitch lessons to match developmental stage.

Stage 1: Recognising fear, joy, disgust, surprise, sadness, anger, happiness.

Stage 2: Recognising pride, shame, dismay, jealousy, embarrassment, empathy.

Stage 3: Recognising multiple emotions (feeling good, bad or indifferent at the same time), false emotions (pretending to like a present).

The Scale of childhood emotions

STATUTORY GUIDANCE

Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

Teach younger pupils to recognise:

- **emotional triggers** (losing a toy, routine change)
- that the behaviour of others can affect their wellbeing
- their own behaviour and emotions can affect others

Build older pupils' awareness of:

- the impact of **life events** (parents separating, arrival of a new sibling)
- the many factors that can affect mood such as responsibilities, personal preferences, exercise
- how events can affect the intensity of our emotions

Talking about emotions

STATUTORY GUIDANCE

Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Establish and build younger pupils' vocabulary for:

- things that make them feel happy or sad
- things that could make someone else feel happy

Challenge older pupils to talk in more complex and at a deeper level about:

- how events and people can make them feel happy, sad, anxious or upset
- others' emotions and how to recognise them
- how someone might feel in an abstract, virtual or hypothetical scenario

Appropriate emotions and behaviour

STATUTORY GUIDANCE

Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

For younger pupils model appropriately:

- responses to events/situations
- ways to express emotions

Also provide opportunities for pupils to practise recognising appropriate emotions and behaviour. Give older pupils opportunities to select appropriate emotions and behaviours in response to (positive or negative) scenario-based triggers. Teach that there is usually a range of potential responses / expected behaviours.

Physical activity and well being

STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Pupils will be physically active **every day for at least 60 minutes**. This will also be supported by the Sports premium strategy.

Pupils will know about and experience the benefit of activity, such as:

- PE and games at school
- Playing and running at playtimes
- walking or cycling to school
- more physically demanding activity out of or inside school (e.g. daily mile-long walk, jogging, sports)

At Cawood we will promote the more exercise they do the better their wellbeing is likely to be.

Social activity and well- being

STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

This exemplified within *our 5 ways to flourish*; to *connect* and to *give*.

Contact with other people has been proven to be good for mental health and wellbeing.

Pupils are positively and continually encouraged to experience the benefits of social interaction inside and outside school, including by:

- taking part in clubs (e.g. sports clubs, rainbows, beavers)
- participating in groups of people who share interests (e.g. drama clubs)
- participating in worship
- helping out with volunteering projects at school and in the community
- Being a valued member of the leadership groups
- volunteering elsewhere (e.g. helping in the local community such as guardians of the Garth)

Positive routines and sleep

STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

As part of our PSHE curriculum pupils will be taught that

good mental wellbeing depends on getting the right amount of sleep every day:

- children aged 3 to 5 need 10 to 13 hours
- children aged 6 to 12 need 9 to 12 hours
- young people aged 13 to 18 need 8 to 10 hours
-

Good habits about bedtime and sleep will be taught alongside good habits and a healthy routine for the interaction with computers, ipads etc. and daily screen time. A healthy lifestyle will be taught throughout the curriculum and especially in PSHE emphasising the importance of sleep, social interaction and physical activity, which are vital for wellbeing.

Simple Care techniques

STATUTORY GUIDANCE

Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

(Connect) Children will be taught to make positive connections and helped to do so

Connections between things they enjoy (activities, friends) and feeling good.

All children, and especially the more-able and older children, will be challenged:-

- **to reflect** on how to rest,
- to spend time with others – family and friends
- to develop and enjoy hobbies and interests,
- to think about the rationing of time online
- to think about how to maintain and increase personal health and wellbeing.

As a continuation and part of this, older and more-able children will also be taught a range of **self-care strategies** they can use to regulate their emotional experience through, for example, prayer and reflection, mindfulness, colouring, exercise, settling and calming down and being peaceful before

bedtime. Self-care strategies will be taught and emphasised to encourage and to understand the importance of good sleeping patterns which lead to feelings of contentment and well-being.

Isolation and loneliness

STATUTORY GUIDANCE

Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Children will be taught the difference between boredom, isolation and loneliness.

Anyone (including adults) can experience these feelings – whether or not they have people with them in a house or family.

Encourage pupils to develop their skills and interests - often through hobbies, to tackle boredom.

Emphasise that they can seek out a trusted adult or friend when they feel lonely.

Explore strategies with older pupils, trusted adults and family members to reduce loneliness (for example, seeking companionship or joining clubs).

Talking and getting support

STATUTORY GUIDANCE

Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Children to be taught and reminded that they can talk to a trusted adult when:

- experiencing friendship problems (e.g. toys being taken from them)
- they feel lonely

Staff will assess and check the children's level of understanding of their own feelings and emotions and their ability to define and describe their feelings. At Cawood, we will check that older pupils:

- can describe what loneliness is
- know that it can help to talk about feelings
- are aware of the adults they can talk to
- can suggest actions a character might take if they were lonely (structured scenario)

The impact of bullying

STATUTORY GUIDANCE

Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

The staff and governors at Cawood are proactive against any form of bullying or discrimination of any kind. There are no cases of targeted bullying at Cawood but very occasionally children complain that they are being bullied.

At Cawood we teach that:

- bullying is everyone's responsibility

- bullying is a very negative thing and it is not tolerated at school.
- bullying stands in opposition to the Christian values of (**Friendship**) loving and caring for one another.
- bullying can make people feel bad and negatively affects mental wellbeing
- all types of bullying can hurt people (including 'cyberbullying')
- you can't always tell if someone is being hurt by bullying
- bullying can affect someone long after an incident has happened (it can affect their whole life)

Emphasise that bullying should not be tolerated and that people should ask for help if they need it.

When to ask for help

STATUTORY GUIDANCE

Know where and how to seek support (including recognising the triggers for seeking support).

At Cawood, we will teach the children that they should always ask for help if and when they need it; especially if they or someone else is feeling worried or upset.

Throughout lessons and in worship and together times, staff will help and support all pupils and encourage older pupils to recognise scenarios when they should ask for help, such as when they're concerned about:

- their wellbeing / emotional reactions
- someone else's wellbeing / emotional reactions

This could also be in response to face-to-face or online behaviour.

Who to ask for help

STATUTORY GUIDANCE

Know ... whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

At Cawood, we will ensure that all pupils know that they can talk to their class teacher but also all staff to ask for support when they or somebody else is feeling hurt, upset, worried or angry (including about issues arising online).

Children will also be reminded that they can speak to trusted adults outside school, such as a parent/carer or a friend.

Children and mental health

STATUTORY GUIDANCE

Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Pupils will be encouraged to talk about their feelings and emotions.

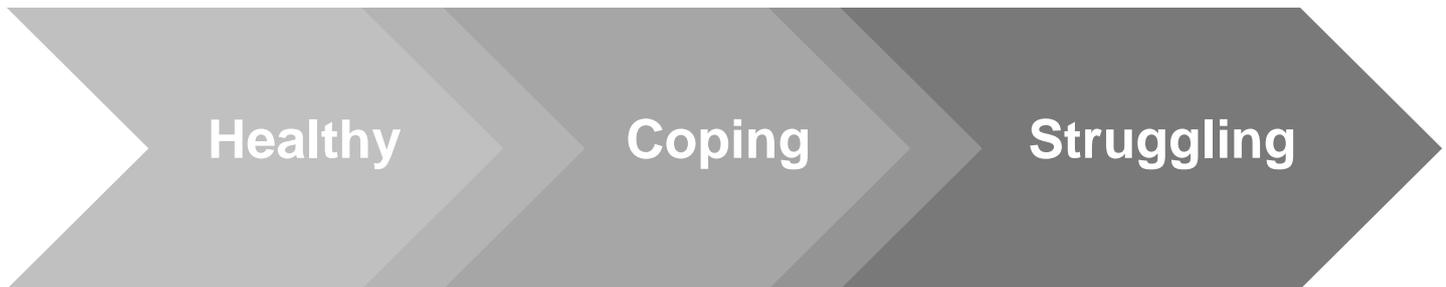
At Cawood, children will be taught that feeling emotions such as sadness doesn't mean you are unwell and that feelings often change throughout the day and over longer periods.

Sometimes mental wellbeing can be affected, e.g. by life events or seemingly lower-level stressors and:

- **people sometimes need help** to get better or cope, e.g. help from family, friends, a doctor
- **wellbeing is a spectrum** and addressing issues early can minimise the negative impact
- **people can seem happy** but still need help

Mental Health Spectrum

When teaching pupils about mental wellbeing it can be helpful to convey that wellbeing is a spectrum rather than binary (good, bad).



Policy created 23rd June 2020