



Glasshouses Relationships and Sex Education (RSE) Policy

Introduction

Legislation (statutory regulations and guidance)

This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education in primary schools.

The government want pupils to be able “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

Rationale and Ethos

Glasshouses School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is linked to Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

We also believe that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the wider society. It should prepare pupils for the opportunities, responsibilities and experience of adult life.

At Glasshouses School, we want our Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. Teaching about mental wellbeing is central to this, especially as children’s’ happiness is a priority. We acknowledge that young people are increasingly experiencing challenges. We believe that Relationships Education will give children the knowledge and capability to take care of themselves and receive support if problems arise.

At Glasshouses School, we are very aware that for many children the distinction between the online world and real life is less marked than for many adults. They often operate freely in the online world and some spend a substantial amount of time online. As part of our Relationships Education we will take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions. We will educate pupils to see the good in

the benefits of the internet and social media, but also to use them discriminately. Keeping safe online will play a major part in our teaching.

We intend that our Relationships Education will be complemented by our school ethos of CHAMPS and this will continue the development of personal attributes such as kindness, generosity, respect and honesty. The knowledge and attributes gained will support their own, and others wellbeing and attainment, and help them become successful and happy adults who make a meaningful contribution to society. To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health, relationships and to build their self-efficacy.

As a Rights Respecting School, our curriculum content will also involve making pupils aware of:

- **Article 16** – You have the right to privacy.
- **Article 19** – You have the right to be protected from being hurt or mistreated, in body and mind.
- **Article 24** – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you to stay well.
- **Article 28** – You have the right to a good quality education.
- **Article 29** – Your education should help you use and develop your talents and abilities. It should help you to live peacefully, protect the environment and respect other people.
- **Article 34** – You have the right to be free from sexual abuse.
- **Article 36** – You have the right to protection from any kind of exploitation.

The policy is based on DfE guidance from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' February 2019.

The policy has also been informed by:

- Education Act 1996
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century
- Keeping Children Safe in Education – statutory safeguarding guidance (2016)
- Children an Social Work Act (2017)
- The Equality and Human Rights Commission Advice and Guidance
- SEND Code of Practice 0-25 years (statutory guidance)

Roles and Responsibilities

- The RSE programme will be led by Nicola Wilkinson
- It will be taught by Nicola Thornber and Nicola Wilkinson
- The working party will be made up of staff, parents, governors and pupils.
- The Lead governor will be

Head Teacher

It is the responsibility of the head teacher to:

- Ensure that parents and staff are informed about the RSE policy.
- Ensure that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so they can teach effectively and handle any issues sensitively.
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy.

Parents and Carers

Parents and carers are the prime educators for children on the matters covered in Relationships Education, Sex Educational and Health Education. We believe that school should complement and reinforce the role, building on what pupils learn at home. At Glasshouses School we will ensure that we work closely with parents when planning and delivering this subject. We will ensure that parents know what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE.

We believe that by inviting parents into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on these issues. We feel that this open relationship with parents allows the important opportunity to talk about how this subject contributes to pupil wellbeing and keeping children safe.

Right to withdraw from Sex Education

Parents have the right to request that their children be withdrawn from some or all of sex education delivered as part of the statutory RSE. As part of good practice, the head teacher will discuss the request with parents, and if appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion would include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social or emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class.

The head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than part of the science curriculum, if the parent/carer still insists. There is no right to withdraw from Relationships Education or Health Education. As a school we will document this process and keep appropriate records.

Governors

As well as fulfilling their legal obligations, the governing body will also ensure:

- All pupils make progress in achieving the expected educational outcomes.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in a way that is accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content, and the right to request that their child is withdrawn.

- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Equality (including SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when teaching pupils with special educational needs and disabilities. We will ensure high quality teaching that is differentiated and personalised and that will be our starting point to ensure accessibility.

Under the provisions of the Equality Act, we will ensure that all pupils are treated equally regardless of their sex, race, disability, religion belief or gender.

The religious background of pupils will be taken into account when planning and teaching so that topics are handled appropriately.

At Glasshouses School children are made aware of issues such as sexism, misogyny, homophobia and gender stereotypes. We take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff play an important role in modelling positive behaviours.

Use of materials

We will ensure that we consult with parents, and provide examples of the resources to be used. We believe that this will be reassuring for parents and enable them to continue the conversations started in class at home.

Language

Children will be introduced, at appropriate stages, to the correct terminology in RSE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

- Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will avoid any negative impressions.
- Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those asked at other times. All questions will be handled sensitively and set within a general context.
- Questions which teachers feel uncertain about answering will be discussed with the head teacher, and where appropriate, answered at a later date. Consideration will be given to religious and cultural factors and to parents' wishes.
- If such a situation occurs, parents will be informed and consulted.

Sex Education Planning and Content

See Appendix A, B and C

Menstruation

See Appendix D

Aims and Objectives

We will:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- Foster self-worth and awareness, together with a sense of moral responsibility.
- Help pupils to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Ensure that RSE is available to all children regardless of gender, ability, cultural or religious background to ensure equal opportunities for all.
- Help children to develop the confidence, self-esteem and self-assurance to value themselves and others.
- Help children to understand and recognise that there is a range of families and relationships that are all equally valuable.
- Teach children to name body parts and describe how their bodies work.
- Teach children to use the internet and social media with care and to be aware of how to keep themselves safe.

Curriculum Design and Intent

EYFS Guidance – Children will:

- Learn to respect themselves and others.
- Develop a positive self-image.
- Learn about relationships.
- Learn about friendship – sharing, taking turns and playing co-operatively.
- Learn to resolve minor disagreements through listening to each other to come up with a fair solution.
- Understand what bullying is and that it is unacceptable behaviour.
- Learn to discuss their feelings, and know some ways to manage their feelings.
- Find out about past and present events in their own lives, and in those of their families.
- Talk about their own and others' behaviour and its consequences.

Science Links to Relationships Education, Relationships and Sex Education (RSE) and Health Education

In Key Stage 1 children learn:

- That animals and humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That animals and humans can reproduce offspring and these grow into adults.
- To recognise the similarities and differences between themselves and others.

- To treat others with sensitivity.

In Key Stage 2 children learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Relationships Education - Statutory

By the end of their time at Glasshouses Primary School:

Families and People who care for me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.
- How to recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring Friendships

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Pupils should know:

- The importance of respecting others, even when they are different from them (for example physically, in character, personality or background), or they make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is and how stereotypes can be unfair, negative and destructive.
- The importance of permission seeking and giving in relationships with friends, peers and adults.

Online Relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

Pupils should know:

- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school, and/or other sources.

Appendix A
Year 2 Sex Education

Relationships - Growing Up Year 2		
Lesson title	Learning objective	Learning outcomes
<u>Lesson 1</u> Our Bodies	<ul style="list-style-type: none"> • To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and difference between boys and girls. (H 10) 	I can name the main parts of boys' and girls' bodies.
<u>Lesson 2</u> Is it OK?	<ul style="list-style-type: none"> • To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). (R 11) • To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R 8) 	I understand how to respect my own and other people's bodies.
<u>Lesson 3</u> Pink and Blue	<ul style="list-style-type: none"> • To learn ways in which we are unique. (L 8) • To identify and respect the differences and similarities between people. (R 8) 	I understand that we are all different and different people like different things.

<p><u>Lesson 4</u> Look at Me Now!</p>	<ul style="list-style-type: none"> • To learn about the process of growing from young to old and how people's needs change. (H 8) • To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. (H 9) 	<p>I can describe how I have changed since I was a baby.</p>
<p><u>Lesson 5</u> Getting Older</p>	<ul style="list-style-type: none"> • To learn about the process of growing from young to old and how people's needs change. (H 8) • To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. (H 9) 	<p>I can describe how I will change as I get older.</p>
<p><u>Lesson 6</u> Changes</p>	<ul style="list-style-type: none"> • To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H 5) • To think about themselves and to learn from their experiences. 	<p>I can describe things that might change in a person's life and how it might make them feel.</p>

Appendix B – Lower Key Stage

Relationships – Growing Up Year 4

Lesson title	Learning objective	Learning outcomes
<u>Lesson 1</u> Human Reproduction	<ul style="list-style-type: none">• To learn about human reproduction. (H 19)	I can describe male and female body parts and explain what these are for.
<u>Lesson 2</u> Changes in Boys	<ul style="list-style-type: none">• To learn how their body will, and emotions may, change as they approach and move through puberty (H 18)	I can describe how boys' bodies will change as they go through puberty.
<u>Lesson 3</u> Changes in Girls	<ul style="list-style-type: none">• To learn how their body will, and emotions may, change as they approach and move through puberty (H 18)	I can describe how girls' bodies will change as they go through puberty.
<u>Lesson 4</u> Changing Emotions	<ul style="list-style-type: none">• To learn how their body will, and emotions may, change as they approach and move through puberty (H 18)• To recognise that they may experience conflicting emotions and when they need to listen to their emotions or overcome them.	I can describe the feelings that some people experience as they grow up.

Lesson 5
Relationships
and
Families

- To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend the rest of their lives together and who are of a legal age to make that commitment.

(R 5)

- To learn about the difference between sex, gender identity and sexual orientation.

(R 17)

- To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.

(R 19)

I understand that there are many different types of relationships and families.

'And Tango Makes Three' by Justin Richardson and Peter Parnell.

Appendix C
Upper Key Stage 2 Sex Education Planning

Relationships - Growing Up Year 5/6		
Lesson title	Learning objective	Learning outcomes
<u>Lesson 1</u> Changing Bodies	<ul style="list-style-type: none"> • To learn how their body will change as they approach and go through puberty (H 18) • To understand that they have a right to protect their body from inappropriate and unwanted contact. (H20) 	I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies.
<u>Lesson 2</u> Emotional Changes	<ul style="list-style-type: none"> • To learn about ways in which puberty can affect us emotionally. (H18) 	I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
<u>Lesson 3</u> Just the Way You Are	<ul style="list-style-type: none"> • To understand the influences around us that affect body image and the way we see ourselves. 	I can recognise many things that affect the way we feel about ourselves and I understand that there is no such thing as the ideal kind of body.
<u>Lesson 4</u> Relationships	<ul style="list-style-type: none"> • To learn about the difference between sex, gender identity and sexual orientation and the terms associated with these. (R 17) 	I understand what a loving relationship is and that there are many types of relationships.

	<ul style="list-style-type: none"> To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others. (R 20) 	
<p><u>Lesson 5</u> Let's Talk About Sex</p>	<ul style="list-style-type: none"> To understand the term 'sexual relationship' 	<p>I can understand what a sexual relationship is and who can have a sexual relationship.</p>
<p><u>Lesson 6</u> Human Reproduction</p>	<ul style="list-style-type: none"> To learn about human reproduction. (H 19) 	<p>I can describe the process of human reproduction from conception to birth.</p>

Appendix D **Menstruation**

At Glasshouses School we believe that the onset of menstruation can be confusing or even alarming for girls if they are not prepared. We believe that pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to the curriculum content to be taught, we will also support pupils in managing their mensuration, including requests for menstrual products.