



Twyford St Mary's C of E Primary School

Relationships and Sex Education Policy 23-25

Our Relationships Education curriculum promotes emotional wellbeing of all the pupils of Twyford St Mary's and is delivered as part of our PSHE and Science learning or through our whole school assemblies and worships. Our programme incorporates lessons on relationships, health, wellbeing, safety (including online safety) and puberty to support children's SMSC (social, moral, spiritual and cultural) development. Relationships Education is also carried out as a separate subject in Key Stage Two to support pupils understanding of human development and reproduction. Care is taken to ensure lessons are appropriate for the age, physical and emotional maturity of our children.

Aims of our Relationships Education Policy:

- To outline an age appropriate curriculum, which will create a climate, where pupils and adults discuss openly and honestly a range of moral and social issues and perspectives.
- To state how issues raised by children will be handled in school, taking into account the maturity of the child and the nature of the issue.
- To ensure that children who are vulnerable or with special educational needs are properly included in Relationships Education
- To offer guidance and information on all areas of Relationships Education in school for staff, parents/carers and governors.
- To fulfil statutory requirements and requirements of the school by law.

Defining Relationships Education

Relationship Education is the lifelong learning about physical, social, moral and emotional development. It is about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, marriage and relationships with other children and with adults; including specific support for understanding online relationships and children's safety whilst being online. This will sit alongside the essential understanding of how to be healthy.

The school recognises the wide variety of family units from which the children come. The governors and staff at Twyford St. Mary's believe that relationship education is an important part of the curriculum entitlement for all pupils. We have sought through consultation to involve the parent body in developing this policy. We recognise parents as the prime educators in this subject area and work hard to compliment and develop the learning that goes on at home.

At Twyford St Mary's, it is our aim to ensure that our children grow up as informed and responsible adults. Our Relationships Education programme is therefore not taught in isolation

but is firmly rooted in our PSHE (Personal, Social, Health and Education) framework based on SCARF (safety (S), caring (C), achievement (A), resilience (R) and friendship (F).) and through Science teaching based on the statutory National Curriculum.

Defining Sex Education

The DFE (2019) states that Sex education is not compulsory in primary schools. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty), female menstruation and reproduction in some plants and animals. However, Primary schools have the right to determine whether they wish to cover any additional content on sex education to meet the needs of their pupils.

The governing body, staff and parents of Twyford St Mary's C of E Primary agree to teach a sex education programme through Relationships Education tailored to the age and the physical and emotional maturity of our pupils when they reach Upper Key Stage 2 (Year 5 and 6).

We expect all parents to discuss with their children questions, curiosities and issues that arise within their own families and to share these with the school if it is supportive to the needs of the child or will impact their journey through their Relationships Education. In turn, the school will adapt its delivery of the Relationships Education curriculum to ensure the positive well-being of all our pupils. If any parents require support with resources, the school can provide recommended home learning materials and information sessions in the build up to teaching Relationships Education units in school.

The Sex Education curriculum is designed to:

- Ensure that children are prepared for the changes that adolescence brings to young people.
- Draw on knowledge of the human life cycle set out in the national curriculum for science and extend this so pupils will further learn how a baby can be conceived through the act of intercourse.
- Teach pupils about sex and sexuality.
- Teach the correct names for sexual organs during science or as preparation for puberty workshops.
- Encourage respect for self and others, aiming to help children take responsibility for their own actions.
- Provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future, taking into account their physical, moral, cultural and emotional development.

Sex Education is not the promotion of sexual orientation or sexual activity.

The delivery of Relationships Education

The content of the school's programme is based on the 'Relationships Education, Relationships and Sex Education and Health Education' DFE Guidance 2019, The National Curriculum for Science and the non-statutory guidance for PSHCE contained in the National Curriculum Handbook for Teachers.

For details of the curriculum statements and the Key Stages these are covered in, please see Appendix 1, 2 and 3.

At Twyford St. Mary's, Relationships and Health education will be delivered through a combination of planned curriculum activities and whole school approaches such as: group discussion, storytelling, assemblies, worship themes, P4C enquiries, specific resources from Coram Life Education, scientific investigations, artistic expression activities and whole school events such as Anti Bullying week and Internet Safety Day.

The delivery of Sex Education

At Twyford St. Mary's, Sex Education will be delivered during our discreet Relationships Education sessions in Year 5 and 6 through a combination of planned curriculum activities such as: group discussion, question boxes, specifically designed video content, specific resources from Coram Life Education, practical engagement with sanitary products whilst continually addressing issues and concerns raised confidentially by pupils. The schools Sex education lesson are also supported by the Channel 4 'Living and Growing' videos, which will be followed by class discussion time or opportunity for children to write down their questions.

Child Protection

We recognise that because effective Relationships Education will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated safeguarding lead immediately.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about Relationships Education. The following are protocols for discussion-based lessons with pupils:

- Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy on this matter;
- If a family is aware of an existing sensitive issue that could impact child's Relationships Education learning, this will be raised with the class teacher or Headteacher;
- Questions are written down before, during or towards the end of teaching units to ensure teachers have time to monitor what is being asked and have time to consider their responses;
- Teachers may use their discretion in responding to questions and may say that the

appropriate person to answer that question is the parent;

- Discrete curriculum sessions may be offered: through planned PSHE sessions (linked with the SCARF resources), when suitable;
- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Meanings of words will be explained in a sensible and factual way;
- A senior member of staff will be told if teachers have concerns over the nature of a pupil's question.

Inclusion

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationships Education will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect.

Teachers should never assume that all intimate relationships are between opposite sexes. To support our diversity education we choose to use stories and lessons from the 'No Outsiders in our School' Moffat (2016) resource materials to help introduce and develop pupils understanding of the 2010 Equality Act.

Pupils with Special Educational Needs and Disabilities and Vulnerable pupils

Relationships Education must be accessible for all pupils. This is particularly important when planning and teaching for pupils with SEND who represent a minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

If a child is known to be vulnerable due to:

- Child protection concerns
- Being from a Looked After/Previously Look After background
- Or has not had home support with relationships or sex education

The school will provide 1:1 pre teaching support sessions with their class teacher or the schools ELSA to ensure they have a positive experience with class Relationships Education.

Withdrawal

Parents have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in the statutory National Curriculum (such as the biological aspects of human growth and reproduction). TSM will make alternative arrangements in such cases where separate work planned by the teacher will be completed. Withdrawal

requests need to be made to the Headteacher. The DfE offer schools a standard pack of information for parents who withdraw their children from sex education.

Working with Parents/Carers and our School Community

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about Relationships Education from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering Relationships Education. We will encourage this partnership by providing information about support opportunities for young people within the school.

Parents and carers may view the Coram and *Living and Growing* materials prior to their child watching it at school and attend a KS2 Relationships Education talk led by the KS2 members of staff. In the schools initial communication to families about the upcoming delivery of Sex education, parents will be invited to raise any sensitive issues with class teachers or leadership prior to the units of work starting.

The school also has created a bank of recommended parents resources that we will share with all families prior to the beginning of our sex Education units of work.

Monitoring and Policy Review

The provision of Relationships Education will be monitored, evaluated and reviewed by the school and the governing body every two years. In reviewing the policy, it will consult the following groups: parents, staff and pupils. We will encourage parental support by:

- Informing parents and carers by letter of forthcoming Relationships Education topics;
- Inviting parents to review resources and activities used in Relationships Education;
- Making the Relationships Education policy available to parents on the school website;
- Gathering parents' views on the Relationships Education policy and taking them into account when it is being reviewed;
- Providing supportive information about parents' role in Relationships Education;
- Inviting parents to discuss their views and concerns about Relationships Education;
- Informing parents and carers about visits from professionals supporting the RSE curriculum.

Approved by Governing Body: Summer 2024

Date of next review: Summer 2026

APPENDIX 1- Relationships and Health Education Curriculum Statements from the DFE guidance 2019

Relationships Education

By the End of Primary School Pupils should know:

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

- 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

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or 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, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- 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 the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- What sorts 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 are heard,
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice, for example family, school or other sources

APPENDIX 2- Relationships Education Curriculum Statements organised into Key Stage Teaching Units

Relationships Education

Early Years	All Phases	Key Stage 2 only
<p>Personal, Social and Emotional Development from New 2020 Development matters document: (From September 2021)</p> <p>Manage their own needs.</p> <p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Families and people who care for me</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring Friendships</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 	<p>Respectful Relationships</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online Relationships</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 the risks associated with people they have never met. • how information and data is shared and used online.

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 very different from them (for example, physically, in character, personality or backgrounds), or 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.

Being Safe

Pupils should know:

- what sorts 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 are 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.

Physical Health and Mental Wellbeing

Early Years	All Phases	Key Stage 2
<p>Physical Development from New 2020 Development matters document: (From September 2021)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>Mental wellbeing Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that 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 • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including 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) • 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 <p>Physical health and fitness Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, 	<p>Internet safety and harms Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online <p>Health and prevention Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

	<p>a daily active mile or other forms of regular, vigorous exercise</p> <ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health <p>Healthy eating Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination <p>Basic first aid Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries <p>Drugs, alcohol and tobacco Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Changing adolescent body Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle (Year 4,5 and 6)
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APPENDIX 3- Related Science Objectives

Early Years	KS1	Lower KS2	Upper KS2
<p>Understanding the World from New 2020 Development matters document: (From September 2021)</p> <p>-Talk about members of their immediate family and community.</p> <p>-Name and describe people, who are familiar to them.</p>	<p>Animals, including humans</p> <p>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>-notice that animals, including humans, have offspring which grow into adults</p> <p>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Animals, including humans</p> <p>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>-identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>-describe the simple functions of the basic parts of the digestive system in humans</p> <p>-identify the different types of teeth in humans and their simple functions</p>	<p>Animals, including humans</p> <p>-describe the changes as humans develop to old age</p> <p>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Living things and their habitats</p> <p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>-describe the life process of reproduction in some plants and animals</p> <p>Notes and guidance (non-statutory)</p> <p>-Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Evolution and inheritance</p> <p>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>