



Parkgate House School

Relationships & Sex Education Policy

Introduction

At Parkgate we aim to educate the whole child and to ensure children are happy, healthy and fulfill their potential in terms of the development of skills for life, social and moral values and academic success.

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children.

Definitions

Mandatory Subjects - Our definitions of Relationship Education (RE) is as follows: Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows: Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

School's Legal Duty

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

Aims

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

The Growing Up Safe programme has no religious association and is taught in both faith and non-denominational schools across the UK. It is a gentle programme that adheres to the values listed below:

- Equality is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.
- Tolerance is to understand that not everybody is the same and have the willingness to accept this.
- Honesty is being truthful and open at an age appropriate level, that allows pupils to learn and understand.
- Support is to work together with pupils’ families to provide guidance and care for children.
- Respect is valuing each person as an individual of importance, as well as the beliefs of their family and community,
- Empower is to equip children with knowledge to keep them safe, healthy and happy.
- Sensitivity is having an awareness of the feelings of others and responding accordingly.
- Trust is ensuring children have a safe space to learn and discuss.
- Empathy is the ability to identify and understand the feelings of others and offer them support.

Values

All those who teach aspects of SRE within school, including outside providers, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people’s religion, culture, sexual orientation, physical and mental ability and social background

The personal beliefs and attitudes of teachers and outside providers will not influence the teaching of SRE.

Relationships and Sex Education at Parkgate will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

SRE Curriculum: Learning Outcomes/Content

Ages 4-7: Reception, Pre-Prep 1 & 2

At this age children are interested in the differences between boys and girls, their friends and family. It’s important they know which parts of their body are private, what

are the correct scientific names and who they can talk to if they have questions or concerns. Many will be aware that babies grow inside mummies if they have younger siblings. Useful topics to cover are listed below.

Relationships	Who looks after me? Who do I look after? How are other families similar or different to mine? What do I like about my friend? What does my friend like about me? What can other people do to make me feel good? Why shouldn't I tease other people?
My body	How are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies?
Life cycles	Where do babies come from? How much have I changed since I was a baby? How are other children similar and different to me? Keeping safe & looking after myself Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch the private parts of my body? What to do if I don't feel safe?
People who help me	Who can I go to if I am worried &/or want to know about something?

Ages 7-9: Prep 3 & 4

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Relationships	How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can it be fun to have a friend who is different to me? What are some of the bad ways people can behave towards one another? How do I know when I am being bullied? What do I do if I am being bullied? How can I make up with my friend when we have fallen out? Why are some parents married and some not?
My body	Why is my body changing? Why are some children growing quicker than others? How has my body changed since I was a baby? How do girls and boys grow differently? Why are we all different? Is it ok to be different? What are similarities and differences between boys and girls? Should boys and girls behave differently?
Feelings	What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing, as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?
Life cycles	Why does having a baby need a male and a female?

	<p>What are eggs and sperm? How do different animals have babies? How do different animals look after their babies before and after birth? What happens when people get older?</p>
Keeping safe & looking after myself	<p>What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?</p>
People who help me	<p>Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?</p>

Ages 9-11: Prep 5 & 6

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases from sex and how they can be prevented (Children will be aware of this via the media). They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Relationships	<p>What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Are boys and girls expected to behave differently in relationships? Why? Can some relationships be harmful? Why are families important for having babies and bringing them up?</p>
My body	<p>What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Why are some girls 'tomboys' and some boys a bit 'girly'? Is my body normal? What is a 'normal' body? How will my body change, as I get older?</p>
Feelings and attitudes	<p>What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? Can I believe everything I see on the TV about perfect bodies/ relationships /girls and boys to be true?</p>
Lifecycles/ human reproduction	<p>What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby?</p>

	<p>Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy?</p>
Keeping safe & looking after myself	<p>How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How can people get diseases from sex and can they be prevented? What are STI's, how do you get them and how can you protect yourself from them?</p>
People who help me/getting help and advice	<p>Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the Internet?</p>

The Delivery of SRE

Our school works with BigTalk Education, an award-winning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's Growing Up Safe: Whole School Approach (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The BigTalk team then deliver to each class within school.

Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

In addition to this RE & RSE topics will be included in Assemblies, circle time, PSHE lessons and science lessons. Class teachers are encouraged to be present for the sessions as well as a member of SLT. Teachers are given guidance and follow up materials so that if pupils do have further questions outside of these sessions, they know how to respond appropriately.

In Prep, part of the science curriculum covers reproduction within the Summer Term topic of Reproduction and Evolution.

The following statement (shared on our website) describes what we do for RSE (Relationships and Sex Education) at school. We wouldn't change this statement without consultation with our parents first.

In response to our changing society and the impact of the Internet, Government have introduced statutory Relationship Education to Primary Schools, these lessons are not new and have been delivered in school since the last guidance in 2000, however some of the content has now been updated to help keep children safer.

School is here to help; we use the support of the specialist organisation BigTalk Education, who are a Social Enterprise recognised by national leading bodies and government. They work with 3 to 18 year olds and have been involved in delivering age appropriate education of this type for over 20 years, they also deliver training for Professionals, Parents & Carers.

Below is some information on the Growing Up Safe programme that will be delivered to the Children by BigTalk Education, it reflects the recommendations of the new Government Guidance, Ofsted & SEF (Sex Education Forum) recommendations. This programme is supplemented by our PSHE lessons (using Jigsaw resources) to ensure our children are safe and informed.

- Age 3 Nursery A fun learning environment where the children are taught the differences between boys and girls, naming body parts, correct scientific words, private areas of the body, good touches and bad touches.
- Ages 4 to 8 (Reception School Years 1, 2 & 3) Re-enforces and checks what was covered in Nursery. Using specially designed child friendly resources at the end of this session they will be able to identify happy situations and those which may be risky (e.g. other children or adults taking improper photographs of them, inappropriate touches, exposure to unsuitable media etc.) plus who they can talk to if they are worried.
- Ages 8 to 9 (School Year 4) We cover different kinds of families, similarities and differences between boys and girls, the emotional and physical changes of growing up (puberty) how babies are made, then develop in the womb etc. (reproduction). Looking after our bodies and how to be safe and healthy are also discussed.
- Ages 9 to 11 (School Years 5 & 6) Reproduction and puberty are re-capped, the children are given the opportunity to ask questions. As well as additional questions on puberty, they will often want more details on how babies develop and are born. It is important that they know there is someone in school as well as at home if they want help, advice or more information etc. (Information at this stage is vital to protect them as they move onto Secondary School and to provide an alternative to Google etc.

All the resources BigTalk Education use are age appropriate and help keep children protected from unwanted touches, abuse and exposure to unsuitable images etc. Research now shows that children receiving this type of education are three times more likely to speak out if they are touched inappropriately etc.

Roles and Responsibilities

The Headteacher will:

- Implement the Policy for Sex and Relationship Education;
- Ensure that the Policy is followed;
- Liaise with parents and any external agencies;
- Provide appropriate and sufficient resources;
- Ensure that the SRE Policy is reviewed on an annual basis;
- Respond according to individual problems experienced by children.
- Provide a written summary statement of the school's policy to all parents in a letter;
- Include a summary of the content and organisation of SRE in the letter to parents;
- Ensure all parents are aware of their right to withdraw their child from any SRE which is in addition to the National Curriculum;

The PSHE subject leader/Head of Pastoral Care will:

- Write and review the SRE Policy in liaison with the Headteacher;

- Write and review the Scheme of Work for SRE in liaison with the Headteacher;
- Monitor the delivery of SRE;
- Provide access to information, guidance, support and training to school staff for SRE;
- Be present for the delivery of sessions from outside providers;
- Implement the agreed Scheme of Work;
- Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties;
- Respond appropriately to individual questions of a sensitive nature after liaising with parents first;
- Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory SRE programme.

Monitoring and Assessment

The SRE sessions are attended by senior member of staff who is available to debrief with the SLT team and the PSHE coordinator. They are also able to discuss the content with parents, should they have questions about what was covered.

Lynnette Smith also meets with the SLT team to debrief on the sessions delivered to discuss how the pupils reacted and any concerns over responses or safeguarding issues. If any sensitive or inappropriate discussion are had, these are also highlighted.

Within our annual questionnaire for Prep 5 and 6 pupils given in the Summer Term, we include questions asking them to reflect on the SRE sessions and whether they found them informative.

Our SRE sessions have taken place during an Ofsted inspection and the following is taken from the report:

'The personal health and social aspects of the curriculum are excellent. A powerful example is the sex and relationships programme embraced by all staff, pupils and parents. A specialist leads age-appropriate workshops using correct terminology that do not shy away from core messages about keeping the body, behaviour and interactions with others safe.' Ofsted 2014

Big Talk Education are constantly updating, reviewing and adapting the content of their programme to reflect the ever changing environment and risks to young people. Since introducing the SRE sessions delivered by Lynnette Smith, we have had very positive parental feedback.

Withdrawal of Students from SRE and Complaints Procedure

As school is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from RE lessons.

In school years 4, 5 and 6 our school chooses to teach RSE, this subject (in conjunction with the national curriculum for Science), provides pupils with factual age appropriate information on reproduction. Parents have the right to withdraw their child from the SE element of RSE only, but not the reproduction elements of the national curriculum for science. To do this, parents should attend the annual RSE Parents Session jointly hosted by school and our RSE specialist providers BigTalk Education. Once parents have reviewed the resources used to teach children about reproduction at the parents' session, if they still wish to withdraw their child they must notify the school in writing.

Equal Opportunities

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a

programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding/Confidentiality

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. Although an atmosphere of trust is encouraged teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headmaster as the Designated Safeguarding Lead. Child Protection procedures will be followed.

Children's Questions

In order to promote a healthy, positive atmosphere for RSE school want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During GUS sessions, the BigTalk Education team will answer all questions asked by pupils.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section below).

Teaching staff will be familiar with the content and resources of the GUS programme through a teacher session and shadow training, therefore should be equipped to answer questions resulting from the GUS sessions. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RSE/PSHE Coordinator or BigTalk Education in order to give an age appropriate answer).

Causes for Concern and Disclosures

All BigTalk Education staff have up to date enhanced DBS checks. BigTalk Education have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to staff in school face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then BigTalk would liaise directly with the local duty social worker.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible.

Provision

The school recognises that some pupils may need support from adults within school when going through certain changes within puberty. As part of the SRE sessions, pupils

are made aware that sanitary products are available from the School Office or from any member of staff who they may feel comfortable approaching. There are also disposal units in the children toilets in the main building.
In terms of changing for sports lessons, girls and boys in year 5 and 6 change separately.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for persons with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Links with Other Policies

- PSHE & Citizenship
- Equal Opportunities
- Safeguarding and Child Protection
- Confidentiality
- Discipline
- Anti-Bullying
- Emotional Health and Wellbeing Policy

References:

- Sex and Relationship Education Guidance: DfEE July 2019

Review

This policy will be reviewed at any time at the request of the Principal or Headmaster, or at least once annually.

Name of Policy Reviewer:	Claire Morgan
Date of Policy Review:	05/04/2023
Signature:	C.Morgan

Talking with children about body science and relationships: Tips for Parents & School Staff

- From the very beginning always refer to parts of their bodies by the correct terms (information is power plus paedophiles will avoid an educated child)
- Ensure they are aware of the 4 parts of their body no one should touch unless they want them to: genital area (penis, vagina), bottom (anus) chest and mouth.
- Reassure them they can come to you if ANYONE touches them or asks them to keep a secret (surprises are ok secrets are not)
- Never expect or force them to kiss people goodbye etc, blowing kisses, shaking hands or “High five” can be a good alternative
- If a child wants to touch or explore their genitals explain kindly that it’s something we do in private not in public,
- Don’t encourage or tease about “boyfriends” or “girlfriends” substitute with “friends who are boys/girls”
- Let children know what the School/Family approach is regarding values, especially with relationships and the way we treat others
- Don’t assume all children are heterosexual
- Tell them they can always speak to you as a Parent or a trusted adult within School to ask about things that they have seen/heard and don’t understand (again don’t assume they know this)
- Keep the channels of communication going, make time to talk!
- Wise up, if you’re not feeling too confident choose one of the books for younger ones such as “Babies, Bodies and Bellybuttons” Copies of the book can be obtained from our website www.bigtalkeducation.co.uk for £9.99

APPENDIX 2- Parent Handout

Frequently Asked Questions by Parents regarding age appropriate Sex & Relationship Education with Pre-School and Primary Children

Why start early?

Because it's easier! Young children are fabulous, as all parents know they ask loads of questions, not least of all about their bodies and your body! If they are asking questions they deserve answers, ask yourself the question how do you want children to learn about their bodies, their relationships and how babies are made?

Sex Ed at four ~ surely not?

Sex & Relationship Education is an umbrella term used to describe a whole host of topics not just reproduction, some things are vital for even a three year old i.e. good or bad touches whilst discussions with sixteen year olds will be much more complex and varied. Age appropriateness is the key, using the words, resources and approach that is most effective when addressing the issues relevant to their stage

But it's the job of the Parents?

Not all Parents/Carers feel equipped, confident or knowledgeable and virtually all Parents think it is compulsory and will be covered at School at some point

But won't they have it at School?

Not all Teachers feel adequately trained and confident to deliver a rapidly changing subject that may compromise their knowledge and question their values. As it is not statutory in all Schools it is often overlooked or missed

Won't it take away the children's innocence?

Nothing takes away innocence quicker than sexual abuse. Knowledge about their bodies won't stop them wanting to fly kites, go sledging or make sand castles. When body science is discussed they just add it to their knowledge bank, it's us as adults that try and keep it separate and make it such a big issue.

Why do they need to know "Grown Up" words?

It is really important that children know the correct scientific names for their genitals. In the event of them ever being inappropriately touched they have the vocabulary to give exact information. For example "they touched my Minnie/Mary/ flower" is very vague as apposed to "they touched my vagina" Child abusers prefer uneducated children- those who don't have the words and knowledge of what's right and wrong, the ones who haven't had those conversations with a parent/carers where the channels of communication aren't as clearly open for a child to raise their concerns.

I didn't have this when I was at School, do they really need it?

When adults now were at School the world was a very different place, no mobile phones with cameras, no sexting, no easy available access to pornography or strangers via the Internet. It is imperative we educate children to be aware of risk and sources of safe

information so they know to come to trusted adults and not “google” any questions they have

How can I find out more?

Big Talk Education have published a book “Bodies, Babies and Bellybuttons” for use with four year olds upwards, also suitable for SEN pupils and those on the Autism spectrum. It is available on-line at www.bigtalkeducation.co.uk/resources-for-primaries.html at a cost of £9.99 free post and packing in the UK