

Crook Primary School Relationships and Sex Education Statement.

Principles and Values

Crook Primary School believes that Rel Ed and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.

- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationship Education (Including Relationships and Sex Education) in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
- how to report concerns or abuse, and the vocabulary and confidence needed

to do so.

Knowledge and Understanding

- know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about reproduction (taught as part of the science curriculum), human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Aims and Objectives

The aim of Rel Ed & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values, such as resilience, and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.

- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Roles and Responsibilities

Member of the SLT responsible for RSE – Linda Taylor (Assistant Headteacher)

Governor responsible for RSE and PSHCE – Frances Gowland

Lead for RSE design and delivery – Linda Taylor (Assistant Headteacher)

Organisation and Content of Relationship Education (Including Relationships Education)

Crook Primary School specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the relationship's education (including relationship and sex education) at Crook Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the Rel Ed topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

This is a brief overview of what is delivered in each year group:

Year 1

Family and relationships

Exploring how families can be different, the characteristics and impact of positive friendships; learning

that issues can be overcome, people show feelings differently and that stereotyping is unfair

Health and wellbeing

Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy

Safety and the changing body

Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate.

physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.

Citizenship

Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.

Economic well being

Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools.

Year 2

Family and relationships

Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.

Health and wellbeing

Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene.

Safety and the changing body

Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.

Citizenship

Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.

Learning about where money comes from, how to look after money and why we use banks and building societies.

Year 3

Family and relationships

Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.

Health and wellbeing Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.

Safety and the changing body

Learning how to call emergency services; responding to bites and stings; becoming a responsible digital citizen; learning about cyberbullying and identifying unsafe digital content; exploring influences and making independent choices; developing awareness of road safety.

Citizenship

Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.

Economic well being

Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.

Year 4

Family and relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.

Health and wellbeing

Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene

Safety and the changing body

Building awareness of online safety and the benefits and risks of sharing information online;

identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco, alcohol and drugs; knowing how to help someone with asthma.

Citizenship

Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government

Economic well being

Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choices

Year 5

Family and relationships

Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.

Health and wellbeing

Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation

Safety and the changing body

Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.

Citizenship

An introduction to the justice system; how parliament works; and the role of pressure groups; learning

about rights and responsibilities, the impact of energy on the planet and contributing to the community

Economic well being

Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace

Year 6

Family and relationships

Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that

everyone deserves to be respected and about grief

Health and wellbeing

Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.

Safety and the changing body

Learning about: the reliability of online information, the changes experienced during puberty, how a baby develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.

Citizenship

Learning about: human rights, food choices and the environment, caring for others, recognising **discrimination, valuing diversity and national democracy.**

Economic well being

Exploring: attitudes to money, how to keep money safe, career paths and the variety of different *jobs available*.

Identity

Learning about personal identity, gender identity and body image.

Transition

Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

Any Rel Ed/RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question

will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the Rel Ed/RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the Rel Ed/RSE programme. Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within RSE.

At Crook Primary School all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. Some of the words which will be used are: penis, vulva, vagina, testicle, breasts and pubic hair.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

The Rel Ed lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender

identity and sexuality need to feel that relationship education is relevant to them.

. Working with parents/carers and the wider community

Here at Crook Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how they link this with what is being taught in school.

A maintained primary school should consult with parents on aspects of sex education which go beyond the national curriculum for science.

Pupils right to be excused from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

Safeguarding reports of abuse and confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. The school will follow the school's safeguarding policy in line with Keeping Children Safe In Education.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead. Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils.

This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Reviewed: June 2024

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