St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

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St John and St Nicolas Schools Federation
Relationships and Sex Education Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Policy Statement
The federation believe that children should be informed about the scientific facts of growing up and about the need to form good relationships with others. Therefore as part of Science and PSHE studies, children are introduced to Relationships and Sex Education, within a safe non-threatening environment.

Relationships and Sex Education in the federation:
- Is developmental and appropriate to the age and stage of the child

- Is factual and encourages the exploration of facts
- Encourages the development of personal and interpersonal skills
- Encourages awareness, respect and responsibility for others
- Is in line with government statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education – February 2019)
- Is based on the SCARF Scheme of work (Safety, Care, Achievement, Resilience, Friendship) – the school's scheme for Personal, Social and Health Education

1: Aims and Objectives of Relationships and Sex Education Policy

Relationships and Sex Education should aim to:

- Teach children what a relationship is, what friendship is and what family means and who the people are who can support them
- Teach respect for others
- Provide information on healthy friendships, family relationships and other relationships that children are likely to encounter in a range of contexts
- Provide information on positive online relationships, including online safety and appropriate online behaviour
- Raise awareness that there can be many different type of family and engender respect for different home circumstances and needs
- Generate an atmosphere where children can be comfortable about asking questions about sexuality and reproduction at an appropriate level for their age
- Provide an acceptable vocabulary for all parts of the male and female bodies and their functions at an appropriate level for their age
- Prepare the foundations for the introduction of discussion of human reproduction;
- Counteract myth and folklore (storks and gooseberry bushes)
- Help children to understand that they have rights and control over who touches and sees their bodies
- Enable children to understand the danger from strangers and help them to develop strategies to resist such situations
- Raise awareness of the value of equal opportunities
- Answer questions at a level appropriate to the children's age
- Help children to be aware of the importance of personal hygiene
- Provide a variety of resources appropriate to the age and ability of the child

2: Moral and Values Framework

Relationships and Sex Education is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation.

The programme of relationships and sex education respects religious, moral and cultural viewpoints. As church schools, staff and governors are mindful of the Church of England publication "Valuing All God's Children" Autumn 2017.

3: Framework for Relationships and Sex Education

The schools will be following a structured programme for Relationships and Sex Education that includes teaching in science lessons and PSHE lessons. The aim is to provide the foundations for all children to achieve the outcomes as outlined in the government sex and

relationships education statutory guidance by the end of Year 6. The framework below (indicating expectations at the end of Year 6) applies on a statutory basis from September 2019.

4: 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 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~~e~~ 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

5: Caring Friendships

Pupils should know:

- How important friendships are in making them 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, and how to seek help or advice from others, if needed

6: 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
- About different types of bullying (including cyber bullying), 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 seeking permission and giving in relationships with friends, peers and adults

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

8: 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 or peer
- 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

9: Changing Adolescent Body

Pupils should know

- 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

10: Reproduction

Pupils should know

- An acceptable vocabulary for all parts of the male and female human bodies

- The way humans reproduce
- Who to talk to if they are concerned about sexual matters

11: Curriculum Resources
The federation integrates all PSHE, Relationships and Sex Education using the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work.

12: Sex Education the following themes will be taught in each year group:

Year 1: Children will be able to:
- Understand thate classroom rules help everyone to learn and be safe
- Recognise how others might be feeling by reading body language
- Understand and explain how emotions can give a physical reaction in the body
- Identify a range of feelings and how to manage them
- Recognise that people's bodies and feelings can be hurt and suggest ways of dealing with this
- Recognise that they belong to various groups and communities, including their family
- Identify simple qualities of friendship and making up
- Demonstrate attentive listening skills and suggest strategies for resolving conflict situations
- Identify the differences and similarities between people and empathise with people who are different from them
- Explain the difference between unkindness, teasing and bullying
- Identify people who are special to them and name some of the qualities that make them special to them
- Recognise and explain what is fair and unfair
- Understand that the body gets energy from food, water and air
- Recognise that exercise and sleep are important parts of a healthy lifestyle
- Recognise emotions and physical feelings associated with feeling unsafe
- Recognise the range of feelings associated with loss
- Understand that medicines can sometimes make people feel better when they are ill and understand simple issues of safety about medicines
- Recognise the importance of regular hygiene routines
- Demonstrate responsibility in looking after something
- Understand how diseases can spread and use simple strategies for preventing the spread of diseases
- Recognise how a person's behaviour (including their own) can affect other people
- Name major internal body parts and explain the simple bodily processes associated with them
- Understand some of the tasks required to look after a baby
- Explain how to meet the basic needs of a baby
- Identify things they could do as a baby, a toddler and now
- Explain the difference between a secret and a nice surprise
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private
- Describe ways in which private parts can be kept private
- Identify people they can talk to about their private parts

Year 2: Children will be able to:

- Take part in creating and agreeing classroom rules
- Use a range of words to describe feelings
- Recognise that people have different ways of expressing their feelings and identify helpful ways of responding to others' feelings
- Define what is meant by the terms bullying and teasing ,showing an understanding of the difference between the two
- Understand and describe strategies for dealing with bullying
- Recognise that friendship is a special kind of relationship
- Identify some of the ways that good friends care for each other
- Recognise, name and understand how to deal with feelings
- Explain where to get help if they are ~~were~~ being upset by someone else's behaviour
- Identify some of the physical differences and similarities between people
- Identify people that are special to them and explain some of the ways they are special
- Explain how it feels to be part of a group and to be left out of a group and suggest strategies for helping someone who is feeling left out
- Recognise and describe acts of kindness and unkindness and explain how these can impact on other people's feelings
- Understand that medicines can sometimes make people better when they are ill and explain simple issues of safety and responsibility about medicines and their use
- Identify the types of touch they like and do not like and identify who they can talk to if someone touches them in a way that makes them feel uncomfortable
- Recognise that some touches are not fun and can hurt or be upsetting
- Identify safe and unsafe secrets and recognise the importance of telling someone they trust about a secret that makes them feel unsafe or uncomfortable
- Understand and explain that some choices can be healthy or unhealthy and can make a difference to their own health
- Describe simple hygiene routines such as hand washing and how these can prevent the spread of germs
- Understand that vaccinations can help to prevent certain illnesses
- Explain the importance of good dental hygiene and understand simple dental hygiene routines
- Name major internal body parts and describe how food, water and air get into the body and blood
- Recognise the range of feelings that are associated with losing a person that they are close to
- Identify different stages of growth and understand some of the things that people are capable of at these different stages
- Identify which parts of the human body are private
- Explain that a person's genitals help them to make babies when they are grown up
- Understand that humans mostly have the same body parts but that they can look different from person to person
- Explain what privacy means and know that they are not allowed to touch someone's private belongings without their permission

Year 3: Children will be able to:

- Identify different types of relationships

- Recognise who they have positive healthy relationships with
- Understand what is meant by the term body space (or personal space)
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Rehearse strategies for when someone is inappropriately in their body space
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret
- Recognise how different surprises and secrets might make them feel
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe
- Recognise that babies come from the joining of an egg and sperm
- Explain what happens when an egg doesn't meet a sperm
- Understand that for girls, periods are a normal part of puberty

Year 4: Children will be able to:

- Describe some of the changes that happen to people during their lives
- Explain how the Learning Line can be used as a tool to help them manage change more easily
- Suggest people who may be able to help them deal with change
- Name some positive and negative feelings
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents
- Take part in a role play practising how to compromise
- Identify parts of the body that males and females have in common and those that are different
- Know the correct terminology for their genitalia
- Understand and explain why puberty happens
- Know the key facts of the menstrual cycle
- Understand that periods are a normal part of puberty for girls
- Identify some of the ways to cope better with periods
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret
- Recognise how different surprises and secrets might make them feel
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe
- Understand that marriage is a commitment to be entered into freely and not against someone's will
- Recognise that marriage includes same sex and opposite sex partners
- Know the legal age for marriage in England or Scotland
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony

Year 5: Children will be able to:

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these
- Explain strategies they can use to build resilience
- Identify people who can be trusted
- Understand what kinds of touch are acceptable or unacceptable
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch

- Explain how someone might feel when they are separated from someone or something they like
- Suggest ways to help someone who is separated from someone or something they like
- Know the correct words for the external sexual organs
- Discuss some of the myths associated with puberty
- Identify some products that they may need during puberty and why
- Know what menstruation is and why it happens
- Recognise how their body feels when they are relaxed
- List some of the ways the body feels when it is nervous or sad
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to them
- Identify the consequences of positive and negative behaviour on themselves and others
- Give examples of how individual/group actions can impact on others in a positive or negative way
- Explain the difference between a safe and an unsafe secret
- Identify situations where someone might need to break a confidence in order to keep someone safe
- Recognise that some people can get bullied because of the way they express their gender
- Give examples of how bullying behaviours can be stopped

Year 6: Children will be able to:

- Recognise some of the changes they have experienced and their emotional responses to those changes
- Suggest positive strategies for dealing with change
- Identify people who can support someone who is dealing with a challenging time of change
- Understand that fame can be short-lived
- Recognise that photos can be changed to match society's view of perfect
- Identify qualities that people have, as well as their looks
- Define what is meant by the term stereotype
- Recognise how the media can sometimes reinforce gender stereotypes
- Recognise that people fall into a wide range of what is seen as normal
- Challenge stereotypical gender portrayals of people
- Understand the risks of sharing images online and how these are hard to control, once shared
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it
- Suggest strategies that would help someone who felt challenged by the changes in puberty
- Understand what FGM is and that it is an illegal practice in this country
- Know where someone could get support if they were concerned about their own or another person's safety
- Explain the difference between a safe and an unsafe secret

- Identify situations where someone might need to break a confidence in order to keep someone safe
- Identify the changes that happen through puberty to allow sexual reproduction to occur
- Know a variety of ways in which the sperm can fertilise the egg to create a baby
- Know the legal age of consent and what it means
- Explain how HIV affects the body's immune system
- Understand that HIV is difficult to transmit
- Know how a person can protect themself from HIV

13: Parents' Right of Withdrawal

Parents cannot withdraw their child from elements of sex education that are required by National Curriculum Science. However, parents have the right to withdraw their children from other parts of sex education. If a child is withdrawn, then the school will make alternative arrangements for supervision. There is no right to withdraw from Relationships or Health Education.

14: Working with Parents

Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The programme of sex education is seen as being complementary and supportive to the role of parents. In this regard, parents are invited to offer their views about its content and presentation.

This policy will be monitored regularly and reviewed annually by the governing board.