



Our school vision is to embrace the spiritual, physical, intellectual, emotional and social development of all.

We strive for educational excellence by supporting and developing the following values:

Wisdom

Hope

Community

Dignity

Love

Relationships Education Policy

Context:

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020.

Relationships and Sex (RSE) Education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. This will involve reducing curiosity and dispelling myths by the provision of accurate information taught "in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life." (Section 46, Education Act No. 2 1986).

At Swimbridge School our Relationships Education helps to give our children the information that they need to understand their body and to help to keep themselves safe.

Our Relationships Education aims to:

- Give clear and appropriate information and knowledge by answering children's questions openly, honestly and appropriately.
- To dispel myths and fears about relationships. To challenge beliefs that may be complicated by misinformation.
- To give children age appropriate knowledge that will help them to stay safe.
- To help children develop their knowledge and understanding of human growth and development and the changes associated with puberty.
- To lay the foundations for healthy attitudes through an awareness that an individual's body belongs to them. To help children make informed decisions about themselves and their bodies.
- To enable children to feel confident in their discussions about themselves and their bodies and teach the correct language to enable them to do so.
- To help children understand the influence that the media may have on their opinions and self-image.
- To help children to understand how to use social media and new technologies safely and appropriately.

At Swimbridge School Relationships Education is taught as part of the Life Curriculum and Science Curriculum and is therefore part of the teaching programme across all key stages.

The key questions and areas covered within Relationships Education at each stage of learning are detailed below:

Foundation Stage

- Friendships
- Who is my family?
- How are families different?
- Which parts of my body are private?
- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

Key Stage One

- Revisit how families can be different. What does my family do for me?
- Who are the adults who keep me safe?
- Revisit which parts of my body are private and when is it OK or not OK to let someone touch me?
- I know I am unique.
- What do I like about my friends? What do my friends like about me? What do I like about myself?
- What makes a good friend?
- Who can I ask if I need something? Who can I go to if I am worried about something?
- What can other people do to make me feel good?
- How can I help myself to feel good? How can I help others to feel good?
- Why shouldn't I tease?
- Has my body changed since I was a baby?
- How are girls' and boys' bodies different? Why? What are the parts of my body called?

Lower Key Stage Two

- How do friendships change as I grow up? Why do friendships change?
- How can I be a good friend? Do friends all have to be the same? What happens when friends fall out? Is this OK?
- Revisit School Council Anti Bullying leaflet - How can I spot bullying and what should I do about it?
- How are boys and girls different and similar? Is it OK for boys and girls to behave differently? (gender stereotypes).
- When and how will my body change? (begin to look at puberty).
- Why are we all different? Is it OK to be different?
- How do I look after my growing body? (personal hygiene).
- Where can I find information about growing up?

Upper Key Stage Two

- What are the important relationships in my life now? What will I look for in a relationship in the future?
- When is it OK to have a boyfriend/girlfriend?
- Are boys and girls expected to behave differently in a relationship? (healthy emotions and behaviours in relationships).
- What is love? Begin to identify how we show love to one another.
- There are many different kinds of families and partnerships and we value and respect the different ways people choose to live.
- Can some relationships be harmful? What should I do if this happens to me or someone I know?
- What is a normal body?
- Can I believe everything I see in the media? How do I know which sources to trust? How can I find safe information on the internet?

- What is puberty and what changes will happen to me? How can I look after my body now and while going through puberty? How can I start conversations about my body or puberty, with my parents, health professional or school staff?
- How will my feelings change during puberty and why? How can I cope with mood swings?
- What is menstruation? Why does it happen? How can girls manage periods?
- What is reproduction/sexual intercourse? How does the sperm reach the egg? How does the baby develop and how do parents keep the baby safe before and after birth?
- Why are families important for having babies and bringing up children?
- What does a baby need to be happy and healthy?
- Who can I talk to if I want help or advice? Where else can I get information?

Within Science, 'Living and Growing' provides the framework for effective sex and relationship education, which relates to the children's stages of development, with activities presented in the context of family life, loving relationships and respect for others. Health professionals, especially the school nurse, will work in partnership with the school and may sometimes come into school to discuss issues with the children or deliver specific aspects of the curriculum. Visitors complement, but do not substitute or replace, our planned provision. It is the teacher's responsibility to plan the curriculum and lessons.

Within the learning, we treat all questions that the children ask with sensitivity. During more sensitive sessions at key stage 2, a question box is available for the children to 'post' questions. Children's questions will be answered in an age appropriate way, factually and honestly. Questions deemed by the teacher to be controversial or issues brought up that are not within the area of study may not be answered directly, but instead the teacher will encourage the child to discuss their thoughts and questions with a trusted adult at home.

All learning is supported most effectively when the school and adults at home work together to teach the child. Section 241 of the Education Act 1993, gives parents the right to withdraw their children from any or all parts of a school's programme of Sex Education, other than those elements which are required by the National Curriculum for Science. Parents may exercise their right of withdrawal by writing to the Headteacher. We will therefore provide all parents with detail of our Life Curriculum and this policy and added to this, parents will be informed separately of Sex Education sessions at key stage 2 as appropriate.