

Farrowdale House

INDEPENDENT PREPARATORY SCHOOL

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Relationships and Sex Education Policy

Aim

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a primary school, it is important that we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Farrowdale House we teach RSE as set out in this policy.

Defining Relationships and Sex Education

RSE is the overall teaching about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity that are taught between the ages of 3 and 18.

At Farrowdale House, the focus of our RSE delivery is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

How this policy was developed

This policy was developed by the school staff in line with government guidance. The School Council have offered input and feedback and will have the opportunity to review this policy each September. It has been published to parents/carers as part of the consultation process and feedback is invited. Parents/carers will also have the opportunity to review the RSE policy and curriculum each September.

How RSE is taught at Farrowdale House

Relationship Education will be taught by class teachers throughout Personal, Social and Health Education (PSHE) lessons as well as any relevant cross-curricular subjects, for example, UKS2 Science which covers puberty and changing bodies. Some parts of our RSE Curriculum may use school or class assemblies, as well as the use of external agencies for their professional input.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Puberty and changes in the body (UKS2)

For more information about our RSE curriculum, see Appendices 1 and 2

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Monitoring and Evaluation

It is the responsibility of the staff and the headteacher to continually monitor and evaluate the effectiveness of teaching. Farrowdale House has an assigned staff member who will monitor and evaluate delivery annually through consultation with teachers, pupils and the school council.

Roles and Responsibilities

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt-out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

Parents are requested for their thoughts, ideas and opinions with regards to Farrowdale's RSE Policy and Curriculum. They are encouraged to actively engage with any consultation opportunities.

Right to withdraw

Parents/carers do not have a right to withdraw children from Relationships Education, or the delivery of Sex Education that is part of the Science curriculum.

If any other aspects of Relationships and Sex Education are to be taught that are not part of the statutory guidance, parents will be informed of the nature of this lesson and do have a right to withdraw their children from the lesson. However, we would remind parents that withdrawal from these lessons would not lessen a child's curiosity in the subject or prevent them from discussing them with peers. Attendance at these lessons would prevent children from learning misinformation from online or their peers and seeks to educate in a safe and caring environment with age-appropriate and accurate information.

If parents do seek to withdraw their child from any lessons, they must meet with the headteacher to discuss. Any withdrawals from lessons will be logged, including reasoning from parents as to why they have withdrawn their child.

Subject Content

Farrowdale House's RSE curriculum is a 'spiral curriculum' with a year by year approach, where key topics are revisited and learning progresses as pupils grow older. Please see **Appendix 2** for this breakdown of our curriculum. It is a breakdown of when each aspect of RSE will be introduced according to year group, however many topics are revisited through later year groups.

Equality and Inclusion (including SEND)

The Equality Act 2010 prohibits unlawful discrimination against people with regard to specified 'protected characteristics' which include age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Farrowdale House's RSE Curriculum and Policy reflect the principles of equality and inclusion outlined in this legislation and in our Equality and Inclusion Policy. In particular, it addresses the diverse nature of Britain and educates to prevent instances of sexism, misogyny, homophobia and gender stereotypes. RSE provides a safe and caring space for pupils to discuss their thoughts and views and it is the teacher's responsibility to ensure this work is inclusive.

The provision is Special Educational Needs and Disabilities (SEND) inclusive. Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Managing difficult questions

Pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Farrowdale, staff will answer questions using age-appropriate language. If staff are unable to answer a question at the time, they will acknowledge the pupil's question, emphasise that they will find an answer for them and seek guidance from the Headteacher or a member of the Safeguarding Team. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

At Farrowdale, our staff acknowledge that children of the same age may be developmentally at different stages, which may lead to differing types of questions or behaviours. Teachers will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

To be reviewed September 2021

Appendix 1.

What will be taught by the end of primary school:

Mental Wellbeing

Pupils should know:

- 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.

Internet safety and harms

Pupils should know:

- 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.

Physical health and fitness

Pupils should know:

- 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, a daily active mile or other forms of regular, vigorous exercise.
- 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.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- 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.

Basic first aid

Pupils should know:

- 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.

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.

Appendix 2 - Farrowdale's Curriculum for RSE

| Year Group | Topic | Content covered |
|------------------------------|-----------------------------|---|
| Whole school approach | Mental Wellbeing | <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, similar to our physical health (through regular assemblies and Mental Health week) who to speak to in school if they are worried and how to seek support (through regular class discussions and Mental Health week) |
| | Internet Safety and Harms | <ul style="list-style-type: none"> The positives and dangers of the internet (through assemblies and E-Safety week) |
| | Physical health and fitness | <ul style="list-style-type: none"> the importance of exercising as part of a regular routine (through regular assemblies and class discussions on healthy choices) who to speak to if they are worried about their own health (through regular class discussions) |
| | Health and prevention | <ul style="list-style-type: none"> about personal hygiene and germs and the importance of handwashing (through posters, regular assemblies and classroom reminders) |
| Early Years Ages 3 - 5 | Mental Wellbeing | <ul style="list-style-type: none"> that there is a normal range of emotions and all people experience them due to difference experiences and situations how to recognise and talk about their emotions how to judge whether what they are feeling and how they are behaving is appropriate and proportionate |
| | Physical health and fitness | <ul style="list-style-type: none"> the benefits of an active lifestyle and how to have one |
| Key Stage 1 Ages 5 - 7 | Mental Wellbeing | <ul style="list-style-type: none"> 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 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing |
| | Internet Safety and Harms | <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits the benefits of rationing time spent online and the impact that excessive time on electronic devices can have on their own and others' mental and physical wellbeing why some computer games and online gaming, for example, are age restricted |
| | Healthy Eating | <ul style="list-style-type: none"> the principles of planning a healthy meal |
| | Basic First Aid | <ul style="list-style-type: none"> how to contact emergency services |
| Lower Key Stage 2 Ages 7 - 9 | Mental Wellbeing | <ul style="list-style-type: none"> isolation and loneliness can affect children, so it is important to discuss feelings with an adult and seek support it is common for people to experience mental ill health. For many who do, the problems can be resolved with the right support |
| | Internet Safety and Harms | <ul style="list-style-type: none"> 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, and some films and television shows for example, are age restricted. |

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|----------------------------------|-----------------------------|--|
| | | <ul style="list-style-type: none"> ● 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. |
| | Physical health and fitness | <ul style="list-style-type: none"> ● the risks associated with an inactive lifestyle (including obesity). |
| | Healthy Eating | <ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding calories and other nutritional content). ● 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). |
| | Drugs, alcohol and tobacco | <ul style="list-style-type: none"> ● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| | Health and prevention | <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. |
| | Basic first aid | <ul style="list-style-type: none"> ● how to make a clear and efficient call to emergency services if necessary. ● concepts of basic first-aid, in particular what to do if someone has an accident. |
| Upper Key Stage 2 Ages 9 - 11 | Health and prevention | <ul style="list-style-type: none"> ● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● 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. |
| | Basic first aid | <ul style="list-style-type: none"> ● concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| | Changing adolescent body | <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. |

Topics are visited regularly through each year group. This table represents when topics will be first introduced with a year group. All lessons are delivered through class assemblies, PSHE lessons or science lessons.