



Relationship and Sex Education Policy

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Aims

This policy covers our school's approach to statutory Relationships Education. We understand that the purpose of this education is to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others.

- Relationships and Sex Education aims to develop of self-respect, empathy and understanding of others and teaches pupils to respect others choices and beliefs. We want to equip our pupils with the skills and understanding to become independent learners and avoid exploitation and abuse. This policy reflects our overarching aims and objectives for our pupils through our five key values: Teamwork, Respect, Integrity, Enjoyment and Discipline. These five core values underpin everything we do.
- We view the delivery of quality Relationships Education as a tool to safeguard children. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students. This includes those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the curriculum. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010. We do not use RSE as a means of promoting any form of sexual orientation.
- The key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Our curriculum promotes the teaching of spiritual, moral, social and cultural content. In creating this policy, we have consulted with staff, the governing body and parents as well as pupils. However, the needs of pupils (as identified within school and following national guidance) takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.
- Following consultation with a cross-section of the school community, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

Legal Framework and national guidance

We have based our schools' RSE Policy on the DFEE guidance document, Sex and Relationships Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as "learning about physical, moral and emotional development." 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.

It is about understanding the importance of family life, stable relationships, respect and care. Sex education is a part of the Personal, Social and Health Education curriculum in our schools.

Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 makes it a requirement for all primary schools to teach Relationships Education from September 2020. This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools "flexibility to shape their curriculum according to the needs of their pupils and communities". In primary schools this is

defined as “the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline”.

- The guidance should be read in conjunction with:
 - o Education Act 1996
 - o Learning and Skills Act 2000
 - o Education and Inspections Act 2006
 - o Equality Act 2010
 - o Supplementary Guidance SRE for the 21st Century 2014
 - o Children and Social Work Act 2017
 - o Keeping Children Safe In Education 2018

Aims and Objectives of RSE

- To further develop personal awareness, confidence and responsibility
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect, care and to develop sensitivity towards the needs of others
- To provide knowledge of loving and supportive relationships, the nature and importance of family life
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related sexual health issues
- To provide knowledge and understanding of keeping safe and the recognition and management of risk
- To develop positive relationships and respect for difference and diversity, avoiding prejudice and stereotyping

Policy Development

- Our school lead for Relationships Education is Sinead McGee who has worked closely with Sarah Bracken in creating the policy and designing curriculum content.
- This Relationships Education policy is aligned to the following school policies:
 - o PSHE policy
 - o Safeguarding policy
 - o Equal Opportunities policy

- The curriculum content will be taught by class teachers, supported by teaching assistants. Lessons are timetabled in the summer term in a block unit. Relationships and Sex Education units will be underpinned by the teaching of PSHE (See PSHE policy).
- Teaching staff will receive training on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils. This training will take place before the lessons commence and will be reviewed regularly.

How it will be taught

- Ground rules will be agreed by pupils and teachers at the start of the programme. No personal information will be shared and distancing techniques such as; use of fictional case studies and the 'third person'.
- Pupils will be taught that parents are a vital source of support and learning in the topic of Relationships Education.
- Our Relationships Education lessons will be taught using a range of resources and teaching methods. Students are taught not only factual knowledge about the curriculum area but also to reflect on, and develop, their skills and attitudes to subject matter. This may include challenging stereotypes and learning to resist peer pressure for example.
- Pupils will have the opportunity to ask any questions they have both during the lesson and via the use of a question box at the end of lessons (pupils will be required to put their initials on any question in the box as a safeguarding measure).
- Staff will feed back any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.
- If students have questions which are outside of the typical content for their age and stage of development, teachers will use their professional judgement to either determine whether the question will be answered in the whole class setting, in a private conversation with the student involved or whether the topic is deemed to be outside of the appropriate content for that student's age and development. In which case, the question will not be answered and the student will receive feedback as to why this is so. Staff have received training on the teaching and appropriate content of Relationships Education and their judgements will be based on this professional knowledge.
- We will ensure that the curriculum content is matched to the needs of our pupils through student voice, participation into curriculum design and through regular monitoring of lessons and resources used. Assessment of lesson delivery and outcomes will take place by the subject lead and pupil outcomes will be monitored regularly by class teachers. We will use the system of students achieving expected progress, showing emerging progress in the area or exceeding expectations in the area (emerging, expected, exceeding).
- Resources will be differentiated for students with SEND as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision in school. We believe the students with SEND have an entitlement to age and stage appropriate Relationships Education and so students will not be routinely removed from lessons for individual support away from their peers

but will be supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within Relationships Education (for example some specific safeguarding issues), staff will work with students in advance to prepare them for the topic area and give the student ownership of how much, if any, of the lesson content they wish to access with their peers.

- In addition to dedicated lesson times, assemblies may refer to themes in Relationships Education. This is in line with established good practice in PSHE (Personal, Social and Health Education) of using a spiral curriculum and developing on themes previously encountered.
- External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and delivery styles reflect our school approach.
- The statutory guidance makes provision that parents will be consulted about the detailed content of what will be taught in terms of the non-statutory sex education element.
- Parents will be informed about the policy and lesson content both through material publicly available on our website and via invitation to content sessions developed for parents. Parents will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they have.
- Parents have the right to withdraw their child from any Sex Education content taught in primary school which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the headteacher.

Curriculum Content Overview

• **Legal Requirements**

All schools must teach the following as part of the Science National Curriculum; parents do not have the right to withdraw their child/children.

Science National Curriculum Statutory Requirements

EYFS (through PSED)

- Self confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Key Stage1

Year 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2:

- Notice that animals, including humans, have offspring which grow into adults.

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Year 5:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6:

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Overview of Topics Covered in Relationship Education

Reception – Our Lives

Year 1 – Growing and Caring for Ourselves

Year 2 – Differences

Year 3 – Valuing difference and Keeping Safe

Year 4 - Growing Up

Year 5 – Puberty

Year 6 – Puberty, and Relationships Reproduction

In addition to the Science curriculum we use a scheme called ‘Teaching SRE with Confidence’ by the Christopher Winter Project to deliver our RSE. The scheme is strengthened by use of video resources and storybooks including

PANTS <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

The scheme has built-in points of assessment to provide insight into the understanding and knowledge gained.

- This policy will be reviewed every two years.
- The review will reflect on practice over the past two years, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.
- The review will be led by Sarah Bracken with Sinead McGee.

This policy was adopted and agreed by Governors in December 2019.
To be reviewed annually.

Adopted – January 2020

Signed by:

Terry Arnett, Chair of Governor.

Date Date December 2019

A handwritten signature in blue ink, appearing to read 'Terry Arnett', with a stylized flourish at the end.

Sarah Bracken, Headteacher. Date December 2019

A handwritten signature in black ink, reading 'S. Bracken' in a cursive style.

Reviewed January 2020



Signed by:

Terry Arnett, Chair of Governor. Date

Sarah Bracken, Acting Headteacher. Date

This policy will be reviewed annually

