

# 17a Relationships and Sex Education Policy (RSE)

## For Schools within our Collaboration:



At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos are embodied in our mission that everyone takes:

**P= personal**

**R= responsibility**

**I = in**

**D= delivering**

**E= excellence**

Frequency of Review: Yearly

Reviewed and Approved by: The Combined Committee of the Governing Body

Date: Autumn 2020

Date of Next Review: Autumn 2021

Reviewer: Eliza Blakely, Laura Ballard, David Gleave and Amy Woodhead

Signed: ----- (Chair of Governing Body) Date: -----

## **Relationships and Sex Education Policy (RSE)**

### **Introduction**

We recognise that as a collaboration we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, SRE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Latest DfE guidance states that the focus in primary school should be 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.

Although the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

## Aims and objectives

Whilst as a collaboration of schools we are aware we need to be mindful of and respectful to a variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as;

naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay, marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Our objectives are:

- To provide factual information on human reproduction and birth (upper key stage 2 only)
- Respectful relationships - To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them
- Respectful relationships/ Families and people who care for me - To encourage respect for difference and diversity
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance
- To ensure that all young people know who can support them and how to access this support
- To work in partnership with, and support the role of parents
- To model positive relationships throughout the school
- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences
- To promote, and encourage children to make, healthy lifestyle choices
- To use agreed terminology to discuss sexual body parts throughout the school

Through the RSE curriculum, both formal and informal, and the modelling of positive relationships throughout the schools, the collaboration aims to promote and foster the schools' agreed set of morals and values. These are as follows:

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully

- The diversity of individuals, families and relationships will be accepted and celebrated
- Love, commitment, trust, loyalty and respect are important for close relationships

## **Equal Opportunities**

The collaboration encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of RSE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the schools' communities will feel safe, valued and respected. (Also see Equality Policy). Throughout the schools there will be consistent challenging of derogatory attitudes, behaviour and language.

We recognise that children across the collaboration come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

## **Working with parents**

The collaboration is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of our schools through mutual understanding, trust and co-operation.

In promoting this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should make an appointment to discuss this with the relevant member of staff, and make it clear which aspects of the programme they do not wish their child to participate in. Schools within the collaboration always comply with the wishes of parents in this regard.

## RSE curriculum

Our Relationships Education is taught mainly through our PSHE scheme -Talking points. The Talking Points schemes of work help deliver the government guidance on Health and Relationships education. It uses picture books as a starting point to get children talking about their own health and mental wellbeing as well as addressing other issues such as managing money and understanding democracy. Its aim is to develop children's understanding of themselves, their emotions and how to deal with others. It also teaches children how to stay safe in many situations and who to speak to if they are ever worried or concerned.

### Relationships Education

Our coverage of Relationships Education across the year groups is set out below:

BP	Topic 1 - Families and people who care for me	Y1	Y2	Y3	Y4	Y5	Y6
1	Families are important for children growing up because they can give love, security and stability.	1, 2				9, 11	11
2	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 others lives.	1, 2		7, 11		9, 11	11
3	Others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them.	1, 2		7, 16, 17, 18		11	11

BP	Topic 1 - Families and people who care for me	Y1	Y2	Y3	Y4	Y5	Y6
4	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.	1,2		11, 17, 18		11	11
5	Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					11	
6	Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	2		12, 14		2	9

BP	Topic 2 - Caring friendships	Y1	Y2	Y3	Y4	Y5	Y6
1	How important friendships are in making us feel happy and secure, and how people choose and make friends.			6, 9	3	7, 10	6, 8
2	Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.	2	10	6, 7, 9, 10, 13	3	7, 10	6, 8, 17
3	Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	7, 18	8	11, 12	3	7, 13	6, 8

BP	Topic 2 - Caring friendships	Y1	Y2	Y3	Y4	Y5	Y6
4	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.	7, 18	8	6, 8, 12, 13	2, 3		15
5	Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed.	2, 8		9, 11, 12, 14	2	7, 10, 14	6, 7, 8, 9, 17

BP	Topic 3 - Respectful relationships	Y1	Y2	Y3	Y4	Y5	Y6
1	Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.	3	8, 9	6, 7	3, 14, 15	7, 8, 13, 14	15
2	Practical steps they can take in a range of different contexts to improve or support respectful relationships	3	6, 7	6	3		7, 15
3	Conventions of courtesy and manners.	3	7	6, 9	9, 10		
4	Importance of self-respect and how this links to their own happiness.		10	7, 16	15	12	6, 8

BP	Topic 3 - Respectful relationships	Y1	Y2	Y3	Y4	Y5	Y6
5	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.	3, 8	9	7, 8, 9, 10	9, 10, 14, 15	7, 10, 12	6
6	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help.			12, 14, 16	14	7, 8, 10, 14	6, 7, 8, 17
7	What a stereotype is, and how stereotypes can be unfair, negative or destructive.			16	14	12, 13, 14	
8	The importance of permission-seeking and giving in relationships with friends, peers and adults.	9	14		10	10	7

BP	Topic 4 – Online relationships	Y1	Y2	Y3	Y4	Y5	Y6
1	People sometimes behave differently online, including by pretending to be someone they are not.				6		7
2	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.				6, 7		7, 15, 16, 17
3	Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them		17	14	6		7, 16, 17

BP	Topic 4 – Online relationships	Y1	Y2	Y3	Y4	Y5	Y6
4	To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.				6		7, 16, 17
5	How information and data is shared and used online.		17				7

BP	Topic 5 – Being safe	Y1	Y2	Y3	Y4	Y5	Y6
1	Sorts of boundaries that are appropriate in friendships with peers and others (including in a digital context).	8, 9	14		2, 6, 7	10	
2	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.	9	14, 16				9
3	Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	9	14	11			9
4	How to respond safely and appropriately to adults they may encounter that they do not know.		15	5			

BP	Topic 5 – Being safe	Y1	Y2	Y3	Y4	Y5	Y6
5	How to recognise and report feelings of being unsafe or feeling bad about any adult.		14			8	9
6	To ask for advice or help for self or for others, and to keep trying until they are heard.		14, 16	14	7	7, 8, 10, 14	9, 16
7	How to report concerns or abuse, and the vocabulary and confidence to do so.		14			8	9, 16
8	Where to get advice from e.g. family, school and/or other sources.		14, 16	14	7	10	9, 16

## Science

In science, we follow the guidance material in the national scheme of work for science. Through our Science Curriculum; teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

## Sex Education

Year groups 1-3 will access an introduction to sex education through a range of Relationships education and Science (see above) Years 4, 5 and 6 have a separate and dedicated programme in the summer term taught through the 'Learn 4 Life' PSHE scheme.

Curriculum content for each year group is as follows:

### ➔ Y4

To introduce the pupils to the physical and emotional changes that occur during puberty

- To consider some of the changes over which we have no control and the choices we can make concerning those which we do have control

- To know and be reassured that emotional changes are normal part of puberty
- To understand that families and friends should care for each other
- To recognise the different risks in different situation and how to behave responsibly... judging what kind of physical contact is acceptable or unacceptable

→ Y5

To develop an understanding of sexual relationship as an expression of a couples affection in a

- committed relationship
- To know that it takes 9 months for a fertilised egg to develop into a baby
- To be able to describe physical and emotional changes that takes place as boys and girls go through puberty
- To address concerns and worries of both sexes
- To be aware of the skills needed for parenting and appreciate the responsibilities that the parents have for their baby, in that human young are dependent for a relatively long time.
- To appreciate the affect a new baby has on a family, to know individuals and families can get help and support

→ Y6

To know that humans produce offspring

- To consider how sex is portrayed in the media and to consider sexual stereotyping
- To know and be reassured that emotional changes are a normal part of puberty
- To understand what puberty involves and reassure pupils that they will all develop at different times and rates and this is normal
- To make boys more aware of the changes that occur as girls become young women and make girls more aware of the changes that occur as boys become young men
- To look at the nature of friendship and how it can change at puberty
- To understand the importance of making decisions for themselves and not succumbing to pressure from others.
- To know it is possible to prevent fertilisation
- To know that safe routines can protect their sexual health e.g. STI's including HIV and Chlamydia
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Year 6's also have some sex education covered through our Talking Points books:

BP	Topic 8 – Changing adolescent body	Y1	Y2	Y3	Y4	Y5	Y6
1	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						10
2	About menstrual wellbeing including the key facts about the menstrual cycle						10



## **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children too. In particular, members of the Local Health Authority, such as the school nurse, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

## **Safeguarding, Confidentiality and Child Protection**

All staff members within the collaboration have a duty to safeguard the well-being of children.

We recognise that the open discussion associated with PSHE/RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the member of staff will consult the school's Child Protection Designated person. The Child Protection Designated person will then work in line with the relevant school policies in terms of any further action that may be taken.

We ensure that children are aware that staff members cannot offer complete confidentiality in all instances. Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult our Child Protection and Safeguarding policy.

## **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the head teacher who can discuss the matter with the parent, or follow other appropriate procedures. All relevant classes will have an 'RSE Question box' in their classroom during the period in which they are being taught RSE, so that they can ask questions anonymously.

## **Procedures for Withdrawal of Pupils**

Parents and carers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not PHSE or statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the head teacher.

## **Provision for young women's menstruation needs**

The onset of menstruation can be confusing or alarming for girls if they are not prepared. As with education about puberty, programmes should include understanding of and preparation for menstruation, for all pupils. Schools should also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection.

Staff are aware that some female pupils may begin menstruation before the main puberty sessions in Years 4, 5 and 6 and we recommend that parents talk to their female children about this.

Sanitary disposal units are available in the staff and one of the year 5/6 toilets. Pupils are encouraged to inform staff if they start to menstruate whilst at school and sanitary protection and spare underwear can be obtained from a member of year 4/5/6 staff or a first aider in the event of a pupil starting menstruation when at school. Supplies are kept within schools to deal with emergencies, however parents are expected to send pupils to school with adequate sanitary protection for the day. Both male and female pupils are educated about periods through the RSE curriculum to encourage empathy.

## **Monitoring and review**

The governing body monitors our sex and relationships education policy on an annual basis. Serious consideration is given to comments from parents regarding the sex and relationship curriculum and its delivery and amendments to the policy are made when necessary.