



# Relationships & Sex Education Policy

<b><u>Review Programme:</u></b>	
<b>Policy adopted:</b>	<b>Spring 2022</b>
<b>Date for next review:</b>	<b>Spring 2024</b> (or as required by new guidelines or statutory regulations)
<b>Signed – Head teacher:</b>	<b>Philippa Campbell</b>

# 1 Introduction

1.1 As a maintained primary school we must 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.

1.2 Our school's policy on relationships and sex education (RSE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSE guidance under the current government (2019/2020).

1.2 In the DfE document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

1.3 At Sketchley Hill Primary School, we teach RSE as set out in this policy. The purpose of this policy is to set out the ways in which the school's provision for relationships and sex education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

# 2 Aims and objectives

2.1 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

2.2 In our RSE programme we teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults
- having respect for and being in control of their own bodies
- the way humans reproduce

- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults
- that there are different types of families, all of which have equal value
- respect for the views of other people
- respect for the bodies of others (consent)
- moral questions
- relationship issues including keeping safe online and seeking help
- recognising the role of human rights in preventing violence against girls and women
- sexual abuse, and what they should do if they are worried about any sexual matters

### 3 Policy development

This policy has been developed in consultation with staff, pupils, parents and carers. The consultation and policy development process involved the following steps:

1. **Review** – a working group pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/carer consultation** – parents and carers were invited to comment on the policy draft
4. **Pupil consultation** – we investigated what pupils want from their RSE lessons by discussion with the school council
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

### 4 Context

4.1 High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:

- it is taught in the context of family life
- it is part of a wider process of social, personal, spiritual and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect, both in person and online
- it makes a significant contribution to our duty to safeguard and protect all children
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk-taking behaviour

- 4.2 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.3 RSE involves a combination of sharing information, and exploring issues and values.
- 4.4 RSE is not about the promotion of sexual activity.
- 4.5 Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.
- 4.6 In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RSE can be accessed in an age-appropriate way throughout a child's school career.

## **5 Delivery of RSE**

- 5.1 Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- 5.3 In PSHCE, we use the SCARF recommended units of work which cover the statutory curriculum for Relationship Education and the non-statutory element of Sex Education in Key Stage 2. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are conceived and born in the context of an adult sexual relationship.
- 5.4 Under the 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 different 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.

5.5 Relationships Education teaches the fundamental building blocks of positive relationships, focusing on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Internet Safety and Harms
- Being safe
- Physical Health and Mental Wellbeing
- Changing adolescent body

5.5 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).

## **6 Roles and responsibilities**

6.1 The governing board

The governing board has delegated the approval of this policy to the Head teacher.

6.2 The Head teacher

The Head teacher 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.

It is the responsibility of the Head teacher to ensure that both staff and parents and carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.

The Head teacher/PSHCE Lead liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with our

children on these issues are aware of the school policy, and work within its framework.

The head teacher and PSHCE Lead monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

### 6.3 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
- responding appropriately to pupils whose parents and carers wish them to be withdrawn from the non-statutory components of RSE

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 Head teacher.

All staff are responsible for teaching RSE.

### 6.4 Pupils

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

### 6.5 Parents and carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the school's RSE policy and practice
- answer any questions that parents and carers may have about the RSE of their child
- take seriously any issue that parents and carers raise with teachers or governors about this policy, or about the arrangements for RSE in the school
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary
- inform parents and carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home
- make the RSE resources used in our lessons available for viewing
- inform parents by email if a 'sensitive' topic is to be covered in class which may need further discussion at home or which may raise further questions (such as periods)

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

## **7 Parent's right to withdraw**

- 7.1 Parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSE. All children are expected to learn the content of the national science curriculum. Parents and carers are encouraged to establish exactly what is covered in the RSE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.
- 7.2 Parents and carers do not have the right to withdraw their children from relationships education.
- 7.3 If a parent or carer wishes their child to be withdrawn from any part of our RSE lessons, they should discuss this first with the Head teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents and carers in this regard.
- 7.4 Alternative work will be given to pupils who are withdrawn from sex education.

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

- 8.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, our local community police officer and the SCARF team can give us valuable support with our RSE programme.

## **9 Confidentiality**

- 9.1 Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then staff will deal with it as a matter of safeguarding/child protection and immediately inform the Designated Safeguarding Lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures.

## **10 Monitoring and review**

- 10.1 The delivery of RSE is monitored by Rachel Hillier (PSHCE leader) through subject leader monitoring and reports.
- 10.2 Pupils' development in RSE is monitored by class teachers as part of our ongoing summative assessment.
- 10.3 The governing body is responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents and carers about the RSE programme, and require the Head teacher to keep a written record of parents and carers comments.
- 10.4 This policy will be reviewed every two years, or earlier if necessary.



## **Appendix 1**

### **RSE Elements of the National Science Curriculum**

#### **Key Stage 1 (age 5-7 years)**

##### **Year 1 pupils should be taught to:**

- 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 pupils should be taught to:**

- 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 (age 7-11 years)**

##### **Year 5 pupils should be taught to:**

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

##### **Year 6 pupils should be taught to:**

- **recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and carers.**

**'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'**

**Department for Education, September 2013**

## Appendix 2

### PSHCE and RSE curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Me and my Relationships</b> <i>What makes me special</i> <i>People close to me</i> <i>Getting help</i>	<b>Keeping Myself Safe</b> <i>Keeping my body safe</i> <i>Safe secrets and touches</i> <i>People who help to keep us safe</i>	<b>Valuing Difference</b> <i>Similarities and difference</i> <i>Celebrating difference</i> <i>Showing kindness</i>	<b>Being my Best</b> <i>Keeping my body healthy – food, exercise, sleep</i> <i>Growth Mindset</i>	<b>Growing and Changing</b> <i>Cycles</i> <i>Life stages</i>	<b>Rights and Responsibilities</b> <i>Looking after things: friends, environment, money</i>
<b>Y1</b>	<b>Me and my Relationships</b> <i>Feelings</i> <i>Getting help</i> <i>Classroom rules</i> <i>Special people</i> <i>Being a good friend</i>	<b>Valuing Difference</b> <i>Recognising, valuing and celebrating difference</i> <i>Developing respect and accepting others</i> <i>Bullying and getting help</i>	<b>Growing and Changing</b> <i>Getting help</i> <i>Becoming independent</i> <i>My body parts</i> <i>Taking care of self and others</i>	<b>Keeping Myself Safe</b> <i>How our feelings can keep us safe – including online safety</i> <i>Safe and unsafe touches</i> <i>Medicine Safety</i> <i>Sleep</i>	<b>Being my Best</b> <i>Growth Mindset</i> <i>Healthy eating</i> <i>Hygiene and health</i> <i>Cooperation</i>	<b>Rights and Responsibilities</b> <i>Taking care of things: Myself</i> <i>My money</i> <i>My environment</i>
<b>Y2</b>	<b>Being my Best</b> <i>Growth Mindset</i> <i>Looking after my body</i> <i>Hygiene and health</i> <i>Exercise and sleep</i>	<b>Me and my Relationships</b> <i>Bullying and teasing</i> <i>Our school rules about bullying</i> <i>Being a good friend</i> <i>Feelings/self-regulation</i>	<b>Valuing Difference</b> <i>Being kind and helping others</i> <i>Celebrating difference</i> <i>People who help us</i> <i>Listening Skills</i>	<b>Keeping Myself Safe</b> <i>Safe and unsafe secrets</i> <i>Appropriate touch</i> <i>Medicine safety</i>	<b>Rights and Responsibilities</b> <i>Cooperation</i> <i>Self-regulation</i> <i>Online safety</i> <i>Looking after money – saving and spending</i>	<b>Growing and Changing</b> <i>Life cycles</i> <i>Dealing with loss</i> <i>Being supportive</i> <i>Growing and changing</i> <i>Privacy</i>
<b>Y3</b>	<b>Me and my Relationships</b> <i>Rules and their purpose</i> <i>Cooperation</i> <i>Friendship (including respectful relationships)</i> <i>Coping with loss</i>	<b>Being my Best</b> <i>Keeping myself healthy and well</i> <i>Celebrating and developing my skills</i> <i>Developing empathy</i>	<b>Valuing Difference</b> <i>Recognising and respecting diversity</i> <i>Being respectful and tolerant</i> <i>My community</i>	<b>Rights and Responsibilities</b> <i>Skills we need to develop as we grow up</i> <i>Helping and being helped</i> <i>Looking after the environment</i> <i>Managing money</i>	<b>Keeping Myself Safe</b> <i>Managing risk</i> <i>Decision-making skills</i> <i>Drugs and their risks</i> <i>Staying safe online</i>	<b>Growing and Changing</b> <i>Relationships</i> <i>Changing bodies and puberty</i> <i>Keeping safe</i> <i>Safe and unsafe secrets</i>

<b>Y4</b>	<b>Me and my Relationships</b> <i>Healthy relationships Listening to feelings Bullying Assertive skills</i>	<b>Valuing Difference</b> <i>Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</i>	<b>Rights and Responsibilities</b> <i>Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</i>	<b>Keeping Myself Safe</b> <i>Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</i>	<b>Growing and Changing</b> <i>Body changes during puberty Managing difficult feelings Relationships including marriage</i>	<b>Being my Best</b> <i>Having choices and making decisions about my health Taking care of my environment My skills and interests</i>
<b>Y5</b>	<b>Me and my Relationships</b> <i>Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</i>	<b>Valuing Difference</b> <i>Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</i>	<b>Keeping Myself Safe</b> <i>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</i>	<b>Rights and Responsibilities</b> <i>Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending</i>	<b>Growing and Changing</b> <i>Managing difficult feelings Managing change How my feelings help Keeping safe Getting help</i>	<b>Being my Best</b> <i>Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community</i>
<b>Y6</b>	<b>Me and my Relationships</b> <i>Assertiveness Cooperation Safe/unsafe touches Positive relationships</i>	<b>Rights and Responsibilities</b> <i>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</i>	<b>Valuing Difference</b> <i>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</i>	<b>Being my Best</b> <i>Aspirations and goal setting Managing risk Looking after my mental health</i>	<b>Keeping Myself Safe</b> <i>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</i>	<b>Growing and Changing</b> <i>Coping with changes Keeping safe Body Image Sex education Self-esteem</i>

### Appendix 3:

#### SCARF plans and the DfE Relationships and Health Education Requirements

Please see separate SCARF document which provides the DfEs RSE expectations and matches them to our SCARF curriculum. This is available on the website under 'RSE Expectations'.