



St White's Primary School

RELATIONSHIPS AND SEX EDUCATION

Date of Review: October 2020

Date of Next Review: October 2022

Signed,
Chair Assessment & Curriculum Committee:

.....

Contents

1. Introduction	2
2. Aims and Objectives	2
3. Compulsory requirements	3
4. National Curriculum	3
5. Safeguarding	3
6. Definition	4
7. Teaching and Learning of RSE	4
8. Roles and responsibilities	5
9. Monitoring arrangements	7
10. Policy development	7

Introduction

St White's Primary School is committed to relationships and sex education that is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the phases. It will be taught by staff who are regularly trained in relationships and sex education (RSE) and PSHE (with expert visitors invited into school to enhance and supplement the school's programme where it is relevant to do so.

The school will work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. The school will actively seek pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Aims and Objectives

The aim of this policy is to contribute significantly to the universal element of young people to learning that will enable them to live safe, fulfilled and healthy lives (Department for Education Statutory guidance on sex and relationship education (<https://www.gov.uk/government/publications/sex-and-relationship-education>)).

The school will:

- 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

Compulsory Requirements

As of September 2020, RSE is compulsory in primary schools with the expectation that it will be taught from April 2021. Primary schools are required to teach the elements of sex education contained in the science curriculum. Parents/carers are permitted to withdraw their children from any additional lessons on sex education that are not incorporated into the science curriculum.

At St White's Primary School, we teach RSE as set out in this policy, following the Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) July 2020.

National Curriculum

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000). This states that:

- *'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'* (1.13)
- Children should learn *'how a baby is conceived and born'* before they leave primary school (1.16)

The Learning and Skills Act 2000 requires that state-funded schools ensure that within sex education children *'learn the nature of marriage and its importance for family life and the bringing up of children'*, and *'are protected from teaching and materials which are inappropriate'*. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

Links to Other Curriculum Requirements

Every state-funded school must offer a curriculum that is balanced and broadly based. This is specified in section 2.1 of the National Curriculum framework (DfE, 2013a) and refers to responsibilities set out in the 2002 Education Act, giving schools a very clear instruction to provide RSE and PSHE. Ofsted inspections will consider the extent to which a school:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Safeguarding

RSE plays a key role in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available

(Keeping Children Safe in Education, September 2018) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

Definition

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.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The Teaching and Learning of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). In Upper Key Stage 2, pupils also receive stand-alone sex education sessions delivered by their class teacher.

The teaching and learning of RSE will meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities. Staff will deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. Lesson planning will focus on three elements to RSE: the acquisition of information, the development of essential life skills, and the opportunity to explore values and attitudes. The methods of delivering RSE are as important as the content. RSE:

- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- RSE lessons are a safe and positive place to learn.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Focuses on different types of relationships, including friendships, family relationships, dealing with strangers.
- Teaches pupils how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- Helps pupils understand how relationships may affect health and wellbeing, including mental health;
- Gives pupils opportunities to reflect on values and influences (such as from peers,

media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views. They will include:

- Learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Fostering gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and will challenge all forms of discrimination in RSE lessons and in every-day school life.

In PSHE children learn about relationships, and are encouraged to discuss issues. They learn teach about the parts of the body and how these work, and it is explained to them what will happen to their bodies during puberty. For example, boys learn that their voices will change during puberty and girls learn about menstruation. Children are encouraged to ask for help if they need it.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, the guidance material in the national scheme of work for science is followed. In Key Stage 1 children learn about how animals, including humans, move, feed, grow and reproduce, and also learn about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 children learn about life processes and the main stages of the human life cycle in greater depth.

In (KS2) Year 4 and Year 5 there is a particular emphasis on health and sex education, as many children experience puberty at this age. The school liaises with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer honestly and appropriately all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. Lessons are taught with due regard for the emotional development of the children (as stated earlier in this policy).

Safeguarding and Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as set down in the procedures within the school's Safeguarding and Child Protection Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

Roles and Responsibilities

The Governing Board

The governing board has delegated the approval of this policy to the Assessment and Curriculum Committee.

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 (**See - The School's Responsibility to Parents**).

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 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 Headteacher.

Pupils

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

The School's Responsibility to Parents

The school works closely with parents and encourages them to share any observations about the curriculum. Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

It is the responsibility of the school to build a positive and supporting relationship with the parents of children at St White's School through mutual understanding, trust and co-operation. In promoting this objective, the school will:

- Inform parents about the school's RSE policy and practices; this will include drop in sessions for parents and will include Internet safety.
- Answer any questions that parents may have about the planned programme of study;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Encourage parent governors to be involved in reviewing the school policy and making modifications to it as necessary;
- Ensure that parents have a clear understanding that though the delivery of best practice in RSE that their child will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Team, Mrs Haroun, Mrs King, Mr Jones and the Headteacher, Mrs Tilling through:

- Planning scrutinies
- Learning Walks
- Lesson Observations
- Pupil Voice

Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Consistency of Policies

This Policy should be read in conjunction with the School's Policies on:

- Safeguarding and Child Protection
- Online Safety (Incorporating the Acceptable Use Agreements, Technical Security Policy and Social Media Policy)
- Positive Behaviour
- Anti-bullying and Hate Crime
- SEND
- PSHE and SMSC
- Acceptable Use Policy
- Attendance Policy
- Complaints Policy
- Health and Safety Policy
- Early Help Offer
- Safer Recruitment and Induction Policy
- Staff Code of Conduct
- Whistleblowing Policy
- <https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/guidance-for-working-with-children-and-young-people/>

This policy makes reference to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) July 2020
- Keeping Children Safe in Education (statutory guidance) September 2020
- Working Together to Safeguard Children (statutory guidance) July 2018
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) July 2016
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance) January 2015
- Alternative Provision (statutory guidance) January 2013
- Mental Health and Behaviour in Schools (advice for schools) March 2016
- Preventing and Tackling Bullying (advice for schools, including advice on Cyberbullying) Sexual violence and sexual harassment between children in schools (advice for schools) July 2017
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) November 2014