Relationships and Sex Education Policy (from 2020)

Church of the Ascension Primary School

Approved by:	Governing Body	Date: April 2021
Last reviewed on:	April 2021	
Next review due by:	April 2023	

Contents

1. Aims

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

Our approach to RSE will be conducted within our Christian core values framework. Our current values are: forgiveness, generosity, honesty, perseverance, respect and thankfulness.

> The value of stable and loving relationships

> Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.

> The development of relationships

> The right not to be abused by other people or to be taken advantage of

> The right of people to follow their own sexuality, within legal parameters

We believe that pupils have an entitlement to:

> Age and circumstance appropriate RSE

> Access to help from trusted adults and helping services

RSE involves consideration of a number of sensitive issues which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints.

2. Statutory requirements

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.

At Church of the Ascension Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff at Church of the Ascension Primary school and a working party of local schools 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/stakeholder consultation – parents and any interested parties were invited to view the policy and contribute their opinions

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health and hygiene, 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, 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.

Primary statutory health education will focus on:

> Preparing boys and girls for the changes that adolescence brings

6. Delivery 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).

Pupils also receive stand-alone education sessions delivered by a professional.

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

As a school, we will follow the DfE guidance set out in the Relationship Education, RSE and Health Education document. They recommend: "It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

As a result of this guidance, our non-statutory sex education will be taught in Year 6 and include:

> How a baby is conceived (we will not cover birth due to the emotional and physical maturity of our pupils)

For more information about our curriculum, see our curriculum map in Appendix 1.

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

Pupils may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. The school will take in to particular consideration gender, ethnical and cultural diversity, varying home backgrounds, sexuality and special educational needs.

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).

Ground rules and distancing techniques:

Adults are careful to ensure that their personal beliefs and attitudes do not obstruct a balanced approach to teaching RSE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be dealt with on an individual basis.

> Pupils will be given preparation so that they will know how to minimise any embarrassment they feel

> No one (adult or pupil) should be expected to answer a personal question

> No one will be forced to take part in a discussion

> Scientific names for body parts will be used

> Meanings of words will be explained in a sensible and factual way

Answering children's questions:

Children may be ill informed or confused due to sexual imagery in the media. They may have genuine questions and concerns. In most cases, adults will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the senior leadership team for advice and support.

Adults will follow the following guidance:

> Clear parameters about what is and is not acceptable will be established

> If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.

> If a question is too personal, the teacher should remind the children of the ground rules.

> Teachers will set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a sensible manner.

> Pupils will have opportunities to write down questions anonymously and post them in a question box

> If an adult is concerned that a pupil is at risk, the Safeguarding policy and procedures will be adhered to.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 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/non-science components of RSE (see section 8).

7.3 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 wish them to be withdrawn from the non-statutory/non-science 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.

All staff are responsible for teaching RSE in our school.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead and Senior Leadership Team through:

> planning scrunities
> learning walks
> book trawls
> pupil and teacher questionnaires

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

This policy will be reviewed by the PSHE subject leader annually. At every review, the policy will be approved by the governors.

Relationships and sex education curriculum map

	Relationships			Living in the Wider World			Health and Wellbeing		
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
KS1	**Respecting ourselves and others**	**Families and friendships**	**Safe relationships**	**Belonging to a community**	**Media Literacy and digital resilience**	**Money and work**	**Physical health and mental wellbeing**	**Growing and changing**	**Keeping safe**
Roll A	How behaviour affects others; being polite and respectful	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Roll B	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

	Relationships			Living in the Wider World			Health and Wellbeing		
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
LKS2	**Respecting ourselves and others**	**Families and friendships**	**Safe relationships**	**Belonging to a community**	**Media Literacy and digital resilience**	**Money and work**	**Physical health and mental wellbeing**	**Growing and changing**	**Keeping safe**
Roll A	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Roll B	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	personal hygiene routines during puberty	Medicines and household products; drugs used in everyday life

		Relationships		Living in the Wider World			Health and Wellbeing		
		Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
UKS2		**Respecting ourselves and others**	**Families and friendships**	**Safe relationships**	**Belonging to a community**	**Media Literacy and digital resilience**	**Money and work**	**Physical health and mental wellbeing**	**Growing and changing**	**Keeping safe**
Roll A		Responding respectfully to a wide range of people; recognising prejudice and discrimination	Physical contact and feeling safe	Physical contact and feeling safe	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations, immunisation and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid
Roll B		Expressing opinions and respecting other points of view, including discussing topical issues	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	increasing independence and managing transitions	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Overview of puberty session (statutory) and sex education (non-statutory in yellow)

Year 5 girls
Key facts about the menstrual cycle and menstrual well-being
Strategies to manage menstruation

Year 6 delivered to both boys and girls
Physical and emotional changes in puberty
Support with puberty
<mark>Human reproduction</mark>
Year 6 boys
Key facts about erections and wet dreams

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The 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 other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That 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 • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	