



## **Relationships and Sex Education Policy**

### **Rationale**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. In primary schools, subjects must be in place to provide the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts including online. Understanding how to be healthy is also essential and teaching about mental well-being is central to these aspects. Subject content will give pupils the knowledge and capability to take care of themselves and receive support if problems arise. At ACPA, this compulsory content will be taught through the existing PSHE provision.

The Relationships Education, Relationships and Sex Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships education. The new subjects of Relationships Education and RSE must be taught in all academies from September 2020.

### **Definition**

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum which:

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

RSE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007.

In 'Working Together to Safeguard Children', [2013] agencies are tasked with safeguarding and promoting the welfare of children by taking action to enable all children to have the best life chances by being able to understand situations, events or people which may put them at risk.

## **Links to Other Policies and Documentation**

[Safeguarding Children Policy](#)      [Equal Opportunities Policy](#)  
[Health and Safety Policy](#)      [E-Safety Policy](#)  
[PSHE policy](#)      [Positive Behaviour Policy](#)

The Policy references:

Equality Act [2010]

Children and Social Work Act 2017

Working Together to Safeguard Children', [2013]

Keeping children safe in education: for schools and colleges [ 2019]

Relationships Education, Relationships and Sex education and Health Education

Draft statutory guide (Feb 2019)

Education Act 2002

## **The role of the Headteacher and Governing body**

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

## **Monitoring and Review**

The Curriculum Committee of the governing body monitors the RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise

materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. (As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.)

### **Inclusion Statement**

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used to deliver this policy. These will include:

- Circle time and class discussion
- Imaginative writing
- Reflection and sharing
- Role play and drama
- The use of video and computer technology
- Use of visitors

Every child is entitled to receive RSE regardless of ethnicity, gender, religion or any other factor. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **Aims and Objectives**

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding that they need to lead confident, healthy, independent lives and to become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute and one that is deemed age-appropriate. Parents will be fully informed of policy and practice.

RSE will focus on:

#### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively including on-line relationships.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of differences and with the absence of prejudice.

- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.
- Learning to identify negative or dangerous relationships and knowing where to ask for help.
- Learning how to make positive choices for their own health and well-being

### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.
- Range of family groupings

### **Curriculum Content in Key Stage 1**

- At Key Stage One, matters of sex and relationships education will be taught through science and PSHE (primarily, names of external genitalia and similarities and differences between girls and boys, recognising boundaries and unhealthy relationships), in conjunction with the values and ethos of the school.

### **Curriculum Content in Key Stage 2**

- Life changes
- Self esteem
- Mental Health
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help and recognise abuse (physical, emotional, sexual, FGM)
- Feelings and emotional change (linked to puberty)
- Bullying (including social media and gaming)
- Relationships (family, friends, love, marriage, civil partnerships)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene
- How puberty may affect behaviour, sleep patterns, mood and other aspects of adolescence.

### **Cross curricular links**

#### **Science: Key Stage 2**

- a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
- b) about the main stages of the human life cycle.

Children build upon their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in years 5 & 6. Children are

taught about the physical, emotional and social changes at puberty, which include personal hygiene.

### **RE and PSHE: Key Stage 2**

Children continue to develop an understanding of relationships within a family; between friends and the community and that there are different patterns of friendship. They will develop the skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. They will recognise risky or negative relationships and know how to respond to them or ask for help. They will understand that differences and similarities between people arise from a number of factors ('protected characteristics' Equality Act 2010). Sex and relationship education should focus on the development of skills and attitudes (especially tolerance) not just the acquisition of knowledge,

### **Organisation and Delivery**

The PSHE subject leader is responsible for co-ordinating the policy and curriculum content. RSE will be taught to class groups, with provision for single-sex groups (as appropriate) and will be delivered as a rolling programme. A variety of teaching methods are used for the effective delivery of RSE.

RSE is taught through the Jigsaw resources, which supports the PCC objectives, by the class teacher. Pupil feedback and assessment for learning procedures will be used to inform planning of RSE.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme. There will be discussions before any input, including confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parents have the right to withdraw their children from some or all of the sex education (Education Act, 1996 - they cannot withdraw from human reproduction as in NC Science, for example.) Any parents expressing concerns may be invited into school for discussions with the Headteacher and teacher responsible for delivering the programme and to view the materials and resources. This discussion should include reference to the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers version of what was said in those classes, rather than what was directly said by the teacher (although these detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.)

Should they still decide to exercise the right to withdraw their child, the school will make provision for the supervision of them and will offer them a DFE standard pack of information for parents. ACPA will document the process to ensure a record is kept.

### **Sensitive Issues**

Teachers and pupils will set and agree ground rules and this will help teachers to create a safe environment, in which teachers and pupils will not feel embarrassed or anxious about unintended or unexpected questions or comments.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or be advised as to where they may be able to access information, e.g. help lines, websites, leaflets, etc.

Teachers need to be aware that issues may arise through the teaching and learning of RSE. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's confidentiality and child protection policy in this matter.

### **Dealing with Questions**

When dealing with questions teachers will follow the following guidelines:

- If a question is too personal, the teacher should remind the pupil of the ground rules.
- If a question is deemed too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the adults will acknowledge it either as a whole class or with the individual, if it is of a sensitive nature, and direct them to their parent or carer.
- If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection and safeguarding procedures.

### **Monitoring and Evaluation**

It is the coordinator's responsibility to:

- Ensure that RSE occurs in the school's curriculum according to the schemes of work for science and PSHE;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Regular PSHE book looks to evaluate children's learning which will be passed up with the children to the next year.
- Evaluate the effectiveness of the school's programme.
- Regularly ask the pupils for their input.
- Involve parents in the evaluation and planning process.

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

**Support and Training**

Effective teaching of RSE within the PSHE framework requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with a specific responsibility for delivering the programme will be consulted as to their particular training requirements, access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy.

Governors will also be offered an annual opportunity to be updated on any changes and developments.

Signed:        Revd. C Hetherington  
                    Chair of Governing Body

Ms K Stocks  
Headteacher

Dated: 1 November 2022

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