

Relationship and Sex Education Policy

Committee: Children & Learning

Approved on: Autumn 2023

Staff: Mrs T Hall

Notes: Statutory

Next Review Date: Autumn 2024

Headteacher: Mrs Amanda Pedder

1. Intent

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. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Loseley Fields 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 – keeping up to date with the new DfE guidance, PSHE lead undertaking training on latest statutory developments, resources provided by the PSHE association
2. Staff consultation – SLT consulted on the content to be delivered across the school. Staff to be given the policy to review in the November Inset along with training on delivering RSE as part of our PHSE curriculum
3. Parent/stakeholder consultation – parents attended a workshop where they were informed of statutory changes to RSE, allowed to review the policy and comment on the resources used in lesson. Feedback was overwhelmingly positive, and working party was happy with the coverage that we set out to provide
4. Ratification – once amendments are made, the policy is shared with governors and ratified

4. 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.

5. Curriculum

5.1 Development of the curriculum

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

We have developed the curriculum in consultation with the PSHE Association and staff, taking into account the age, needs and feelings of our current 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. This may include referring to them to a parent or carer.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

5.2 Our response to the DfE sexual violence and sexual harassment report

"The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. Such a programme should be developed to be age and stage of development appropriate, and may tackle such issues as;

Healthy and respectful relationships

What a respectful relationship looks like

Consent

Stereotyping, equality

Body confidence and self-esteem

Prejudice behaviour

That sexual violence and sexual harassment is always wrong and

Addressing cultures of sexual harassment"

(Sexual violence and sexual harassment between children in school and colleges, DfE, September 2021)

At Loseley Fields we believe in equality and diversity and that the rights of all should be upheld and respected, we therefore explicitly teach our children about safe relationships and keeping safe. This is further highlighted on our PSHE curriculum document which can be found in Appendix 1, highlighted in grey.

For further information on how we respond to incidence of sexual violence and sexual harassment please refer to our School behaviour policy and Safeguarding policy.

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 sex education sessions delivered in an age suitable manner by their class teachers because they have the appropriate relationship to explain sensitive issues.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- › Caring friendships, including how to resist teasing and bullying
- › Respectful relationships and understanding their own personal boundaries
- › Online relationships and how to keep safe
- › Being safe
- › Explaining and understanding their own emotions and how to manage them.
- › Understand the nature and consequences of discrimination
- › Menstruation
- › How bodies change in the approach and through puberty
- › Reproduction, conception and pregnancy

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).

7. Roles and responsibilities

7.1 The Local Governing Academy Committee

The Local Governing Academy Committee 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 components of RSE (see Appendix 3).

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 their 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 and PSHE lead. The leader of PSHE will be monitoring the implementation of this policy and our curriculum across the school and will report to the Head Teacher.

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 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 the school's CPD programme.

The PSHE lead 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

Pupils' development in RSE is monitored by class teachers and the PSHE leader as part of our internal monitoring systems.

This policy will be reviewed by the PSHE leader annually. At every review, the policy will be approved by the children and learning committee of the schools Local Governing Academy Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

		Autumn: Relationships			Summer: Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1		Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	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
		Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	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

	Autumn: Relationships			Summer: Health and Wellbeing		
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Introduction to Physical and emotional changes in puberty; external genitalia; personal hygiene routines	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental Wellbeing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	