

Relationships and Sex Education Policy



Written by:	Lucy Jolly	Date: September 2021
--------------------	------------	-----------------------------

Last reviewed on:	September 2021
--------------------------	----------------

Next review due by:	September 2022
----------------------------	----------------

Contents

1. Aims.....	2
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	4
6. Delivery of RSE	4
7. Roles and responsibilities.....	6
8. Parents’ right to withdraw	6
9. Training	7
10. Monitoring arrangements.....	7
Appendix 1: By the end of primary school pupils should know.....	8
Appendix 2: Parent form: withdrawal from sex education within RSE	11

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

Children are becoming increasingly exposed to media that promotes, glamorizes and familiarises them with sex and the promotion of sex. Some of the things they learn are incorrect, confusing and frightening. It is important for the children at Masefield to have informed knowledge of physical development, sex and relationships at an appropriate level.

Whilst they are falling, the UK still has the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections. Effective RSE does not encourage early sexual experimentation. It enables young people to build their confidence and self-esteem and to make informed decisions regarding the benefits of delaying sexual activity until they are ready.

Parents and carers are the key people for their own children's learning about sex and relationships and at Masefield Primary School we work in partnership with home. Parents and carers are informed that the school RSE programme will complement their role and support them in the education of their children about sex and relationships. Masefield Primary School will ensure that parents' and carers' views are heard and that the RSE we teach is culturally appropriate and inclusive of all the children.

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](#).

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 Masefield 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 or 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
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, 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

Our curriculum is set out using the PSHE Association Programme of Study. The PSHE association is the national body for Personal, Social, Health and Economic Education.

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.

The statutory elements of primary education will focus on:

- Preparing boys and girls for the changes that adolescence
- How a baby is conceived and born
- These fall within both the science curriculum and the guidelines for Relationships and Health Education.

The non- statutory elements of the curriculum are all based within the Year 6 unit of Growing Up and provides a bridging unit to the secondary curriculum. The key elements covered within this are:

- describe the different types of loving relationship that exist
- explain the laws around sexual relationships
- explain how contraception can be used to avoid pregnancy
- use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation

These are taught within a wider unit of work which links primary learning (see End of Primary outcomes in Appendix 1) to secondary learning and have been carefully considered for our school's circumstances.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

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
-

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).

Puberty education is taught using key points within “Health Education” and the science curriculum. These fall within the section:

➤ Changing Adolescent Body

For more information about our RSE curriculum, see Appendix 1..

Resources:

To aid the delivery of RSE, we use a number of resources to support the teaching and learning. Key resources include:

➤ Yasmine and Tom

➤ NSPCC Underpants Rule

Both of these resources are PSHE Association quality assured resources.

Outside agencies are used as determined on an annual basis linked to the expertise of staff and the pupils within different year groups.

Inclusion

At Masefield, we teach PSHE (including RSE) to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. Assessment against our set criteria allows us to consider each child’s attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children’s needs. Pupils on the Special Educational Needs register, including those on Health Care Plans along with targeted pupils may have specific PSHE related targets where a priority is appropriate. Where this is the case, parental consultation will have occurred to ensure agreement that the content will meet the needs of pupils at different developmental stages.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The Head of School 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 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 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 of School.

Jill Cromey- PSHCE and RSE Lead (Deputy Head of School)

Wendy Mason- Healthy Families Team (Outside Agency)

Fort Alice- Healthy Relationships (Year 5)

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 and health 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 2 of this policy and addressed to the Head of School

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 Head and Deputy Head of School 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 Senior Leadership Team through:

Planning Scrutiny

Learning Walks

Pupil Voice discussions

Seesaw monitoring

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

This policy will be reviewed by Jill Cromey Deputy Head of School and PSHCE/ RSE Lead annually.

At every review, the policy will be approved by The Governing Board.

Appendix 1: 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



TOPIC	PUPILS SHOULD KNOW
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
<ul style="list-style-type: none"> • Changing adolescent body 	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: 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 AND SCANNED/RECORDED ON CPOMS	
Agreed actions from discussion with parents	