



Relationships and Sex Education Policy

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Governor Lead: Heather Archer

Reviewed: Autumn 2020

Board approval date:

Policy Type: Statutory

Implementation date: Spring 2021

Publication: Guildford Grove

Review cycle: Annually

Next Review date: Autumn 2021



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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

Through our RSE curriculum, we endeavour to promote our school aims which are as follows:

- To have a love of learning, so as to become lifelong learners
- To be taught to be responsible members of the community to improve their quality of life
- To be empowered to make informed choices, to keep them safe so that they fulfil their potential
- To have the highest aspirations for their future, to enhance their life chances.

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 to consider guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Guildford Grove 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/carers. The consultation and policy development process involved the following steps:

1. Review – the DSL and PSHE lead 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 information about the updated policy virtually and an opportunity to share any feedback

4. Pupil consultation – we investigated what exactly pupils want from their RSE via school council
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 as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, 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 sex education will focus on:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born

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

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).

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

Guildford Grove Primary School use the guidance and materials provided by the PSHE Association and have adapted them to meet the needs of our pupils. For more information about our RSE curriculum, see Appendix 1.

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).

As a school, we follow the Twelve principles' of good quality RSE, which are supported by the PSHE Association, children's charities and education unions (published November 2017). See Appendix 2.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the Co-Headteachers to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Chair of Governors.

7.2 The Co-Headteachers

The Co-Headteachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 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-science components of RSE
- Following the twelve key principles of teaching good quality RSE (Appendix 2)

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 Co-Headteachers.

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-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 headteachers.

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 Co-Headteachers 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 Emilee Jones (PSHE lead) and Hannah Cover through a range of different forms, including reviewing planning, learning walks and pupil voice etc.

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

This policy will be reviewed every 2 years by the PSHE lead. At every review, the policy will be approved by the governing board and Co-Headteachers.

11. Coronavirus

Teaching about hygiene routines, how bacteria and viruses affect health and how to recognise ill health, is part of the Health Education aspect of PSHE education at all key stages. Pupils may ask about coronavirus (COVID-19) while discussing these topics, or in response to media coverage.

As a staff, we acknowledge that there are times when we need to respond to unforeseen events to protect pupils' wellbeing.

The topic of coronavirus might create a variety of feelings, including curiosity, anxiety or fear. Children and young people can show their distress in a variety of ways (some are less obvious than others), so it is important not to make any assumptions about pupils' feelings or reactions.

As with any PSHE education lesson, it is essential to establish or reinforce ground rules for discussion when addressing this topic.

Appendix 1: Curriculum map

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	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	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
Year 2	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	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
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	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
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	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	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	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	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 and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
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	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	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

We are committed to relationships and sex education, which:

- 1^e** Is an identifiable part of a personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- 2^e** Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- 3^e** Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- 4^e** Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- 5^e** Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 6^e** 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
- 7^e** 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
- 8^e** 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
- 9^e** Includes 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
- 10^e** Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- 11^e** Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- 12^e** Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Note
These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2020, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science* (which is taught in maintained schools) includes some elements of sex education.



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

TO BE COMPLETED BY PARENT			
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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom