



**Outwoods Edge  
Primary School**

**Every Child. Every Day. Every Future.**

# **Relationships and Sex Education Policy**

**Adopted by Governors remotely: 29<sup>th</sup> June 2020**

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### **1. Policy aims**

The school publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors, defining RSE as a subject and explaining its delivery at school
- To set out the curriculum requirements of RSE and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

### **2. Policy development**

As set out in government guidance, this policy has been developed through a process of consultation involving school staff, parents/carers and pupils.

Development of the policy has been supported by school governors, who have ratified the finished document.

### 3. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance will become mandatory in September 2020, but schools may start following it from 2019 if they feel ready. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education.

### 4. Ethos and values

Through RSE we deliver key learning that supports the schools agreed ethos 'Every Day, Every Child, Every Future' and values of kindness, empathy, respect, responsibility and honesty. Key school values supported by RSE include:

- Respect for self and others
- Building positive caring relationships
- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

### 5. Definitions and curriculum content

**Relationship and sex Education (RSE)** supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and maintaining personal hygiene. In partnership with parents and carers, we help our pupils to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school's RSE curriculum (appendix 1) has been designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. We have ensured each element is taught when it is age and stage appropriate.

### **i. Relationships Education**

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. DfE guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### **ii. Health Education**

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DfE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

### **iii. Sex Education**

The DfE advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum.

#### **Sex education outside of science**

Our programme also contains non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

This content in our school is as follows;

- Drawing on knowledge of the human life cycle set out in the national curriculum for science – Year 4, 5 and 6 will have lessons referring to how a baby is conceived and born.
  - Year 5 and 6 will have lessons focussing on consent in intimate adult relationships.

Parents will be informed of when the above lessons are taking place and if they wish to withdraw procedures will be followed as set out in section 12.

## 6. Delivery

- i. **Timetabling:** RSE is delivered through half an hour sessions weekly during the Summer Term across years FS to 4. **In Years 5 and 6, it is taught as a blocked unit over two days.**
- ii. **Staffing:** As with all elements of PSHE, RSE will be taught by class teachers.
- iii. **Resources:** RSE is delivered using quality assured up to date resources from JIGSAW (our whole school programme for PSHE – Personal, Social and Health Education).
- iv. **External visitors:** Visitors, such as ‘Life Bus’ staff, Self Esteem Team or school nurses, may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students.
- v. **Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school Wellbeing Team but will also include the signposting of external agencies such as Childline.

## 7. Inclusive and accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBTQ
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

## **8. Safeguarding and confidentiality**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement (R.O.C.K. – respect, open, confidentiality and kindness) designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school Wellbeing Team if appropriate.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **9. Answering pupil questions**

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting, they may ask for support from the subject lead/wellbeing team or senior leadership team.

## **10. Staff training**

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by Leicestershire Healthy Schools.

## **11. Monitoring and assessment**

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The PSHE lead will support teachers to assess pupil work and progress. This will be done through discussion with class teachers, opportunity to share good practice and time to review and adapt the curriculum to suit the needs of the school and particular cohorts.

Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

## 12. Working with parents and carers

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and carers will be invited to a meeting ahead of RSE teaching where they will be able to view resources, including any used for Sex Education taught outside of science.

**From September 2020, Parents and carers have the right to withdraw their child from Sex Education outside of science, as was the case before such time. From September 2020, parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.**

If a parent or carer wishes to withdraw their child from Sex Education we ask that they discuss it with their class teacher in the first instance, followed by the subject lead, and then a request for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

Alternative work will be given to pupils who are withdrawn from Sex Education.

## Appendices

### 1. RSE curriculum map

Please ask to see our RSE curriculum maps and the coverage taught during NSPCC PANTS week.

### 2. Statutory content

#### Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

#### Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

