

**Rosley CE School**

**Relationships and Sex Education Policy**

**Statement of intent**

At Rosley CE School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Approved by the Governing Body: 27.11.19

Review date: November 2020

## **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Behaviour Policy
- SEND Policy
- Equality Policy
- Anti-Bullying Policy
- Safe Online Procedures Policy

## **2. Roles and responsibilities**

2.1. The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways accessible to pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

2.2. Miss Wilson is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The relationships, sex and health education subject leader (Mrs Tinniswood) is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Miss Wilson.

2.4. Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

2.5. The teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job title
Mrs Lynsey Watts	EYFS teacher
Mrs Pow	KS1 teacher
Mrs Hayton	KS2 teacher
Mr Armstrong	KS2 teacher
Mrs Tinniswood	KS2 teacher

### 3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE and science curriculum.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. We consult with parents, pupils and staff in the following ways:
  - Questionnaires and surveys
  - Meetings
  - Training sessions
  - Letters
- 3.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
  - Organising a meeting with the head teacher.
  - Emailing [admin@rosley.cumbria.sch.uk](mailto:admin@rosley.cumbria.sch.uk)
- 3.9. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 3.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

### 4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children’s understanding of relationships, sex and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

- 4.3. Parents are provided with the following information in their school starter pack:
- The content of the relationships, sex and health curriculum
  - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- 4.4. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **5. Relationships education overview**

### **Families and people who care for me**

- 5.1. By the end of primary school, pupils will know:
- That families are important for them 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**

- 5.2. By the end of primary school, pupils will know:
- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

5.3. By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

- 5.5. By the end of primary school, pupils will know:
- 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.
  - 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

## **6. Relationships, sex and health education curriculum**

- 6.1. The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group. We always consider the age and development of pupils when deciding what will be taught in each year group. We plan a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.
- 6.2. Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.
- 6.3. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 6.4. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.
- 6.5. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy.
- 6.6. The age and development of pupils is always considered when delivering sex education.

6.7. See the school website for an overview of the RSE curriculum content.

## **7. Delivery of the curriculum**

7.1. The relationships, sex and health curriculum will be delivered as part of our PSHE and science curriculum.

7.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

7.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

7.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

7.5. If appropriate or when instigated by pupils, we will teach about LGBT+, ensuring that this content is integrated into the relationships, sex and health lesson, rather than delivered as a standalone unit or lesson.

7.6. The school ensures that all teaching and materials are appropriate for the ages and abilities of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

7.7. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

7.8. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

7.9. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Safe Online Procedures Policy.

7.10. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

7.11. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.



- 7.12. Any resources or materials used to support learning will be formally assessed by the head teacher and the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 7.13. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

## 8. Curriculum links

- 8.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 8.2. Relationships, sex and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about life cycles, the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
  - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
  - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
  - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
  - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 9. Withdrawing from the subjects

- 9.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 9.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- 9.3. The head teacher will automatically grant withdrawal requests in accordance with point 2.2; however, the head teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 9.4. The head teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being

excluded. The head teacher will keep a record of the discussion between themselves, the pupil and the parent.

- 9.5. The parent will be informed in writing of the head teacher's decision.
- 9.6. Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

## **10. Confidentiality**

- 10.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 10.2. Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 10.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 10.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL (Miss Wilson or Mrs Pow) and handled in accordance with the Child Protection and Safeguarding Policy.

## **11. Monitoring quality**

- 11.1. The head teacher and the relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning in RSE and will create annual reports for the governing body to report on the quality of the subjects.
- 11.2. The relationships, sex and health education subject leader will work with the head teacher governing body to evaluate the effectiveness of the subjects and implement any changes.

## **12. Monitoring and review**

- 12.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and head teacher. The next scheduled review date for this policy is **November 2020**.
- 12.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. p
- 12.3. The governing body is responsible for approving this policy.
- 12.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.