



**Crudgington Primary School Relationship Education – Relationships,
Sex Education & Health Education Policy 2021**

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Relationship Education

Introduction

The new guidance, released by the Department for Education, ‘Relationships Education, Relationships and Sex Education and Health Education’ now requires all schools to teach Relationships and Sex Education (RSE) as compulsory. These legal expectations are required from September 2020. Sex Education will be taught as part of the SMSC/Citizenship programme and fulfils the requirements of the Science curriculum, concerning the main stages of the human life cycle and the life processes common to humans and other animals including nutrition, growth and reproduction

Within this DFE Draft it is stated that, “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.”

The DFE guidance states that, “In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy.” It also explains that, “High quality, evidence based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” As a result, the staff and governing body of our school aim to ensure that all children are well-prepared for the world they face in the future – giving them the confidence, knowledge and resources they need to be successful. This will be done by following a clear scheme of work, which is well-founded and balanced, and by ensuring staff are confident in delivering the scheme (see section on whole school approach).

Relationship Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and is concerned with helping children make responsible decisions about the relationships they form with others and helping them understand the changes and challenges which sexual maturity brings. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes

Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular ‘a caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.’

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils’ self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities etc. (amend and include as appropriate: PSHE and Citizenship, Working with Visitors, Behaviour Management.)

SEND and Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation. It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted. Our intention is to support children’s appropriate progress and development.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is ‘at risk’. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be

contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

The social, ethnic and religious mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Whole School Approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'. Pupils' questions will be responded to by staff (teaching and non-teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. A question box technique is used.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

Where a pupil who is withdrawn from RSE asks a question relating to sex education content teachers will offer a 'holding response' and following discussion with senior staff member will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding policies will be followed.

Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

Organisation

In order to prepare children for life in modern Britain, Relationship Education will be addressed throughout the academic year. These are timetable lessons delivered by class teacher. Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies. Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Issues concerning Relationship Education may arise as part of other subject areas children receive throughout their time at Crudgington. The main delivery of RSE is through PSHE, but some aspects will, in addition be addressed through other subject areas such as Science, PE and R.E. and health education as part of PSHE. These will be dealt with sensitively with regard to the age and maturity of the children concerned. Details of topics included are shown below.

- To provide a structured programme of factual knowledge about the growth and development of the human body designed to combat ignorance and to clarify existing knowledge. This will be matched to the age and stage of development of pupils;
- To provide opportunities to explore feelings, emotions and attitudes in a safe, non-threatening situation, leading to self-awareness and prompting tolerance and understanding of others (LGBTQ);
- To facilitate open discussion at appropriate times, e.g. via the use of question boxes, about sexual matters and to foster mutual understanding;
- To be sensitive to the needs and feelings of individuals, providing time and opportunity for private questions as well as class and group work.

The specific Sex Education programme will be an integral part of the Personal, Social and Health Education programme for children in years 1, 2, 3, 4, 5 and 6. We will be following the 'Respect Yourself' programme with additional resources and videos sourced elsewhere to support this work. The programme complements the science curriculum.

Science in Key Stage 1:

Children will learn:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring, and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2:

Children will learn:

- About how the skeleton and muscles help animals move
- About how animals grow, including changes that may happen during a human's life cycle
- How to be healthy, including looking after their bodies and eating well
- About changes related to puberty and when these changes are likely to happen
- About human and animal/plants life cycle and reproduction

In addition to these science units, children will also extend their knowledge within the Sex and Relationships Education programme of study and learn about:

- What issues may cause young people anxiety and how to deal with these
- How a baby is conceived and born
- A gender – grouped session to cover areas such as puberty and menstruation (children will cover these areas in one single Sex Education session)

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE. As part of the Relationship curriculum, tackling homophobic language will be addressed in Year 4-6.

Aims

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have about their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and age appropriate scheme of work, devised to meet the following aims and objectives:

Our scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice

Content

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We tailor the curriculum offer to reflect the context of the school and local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP. The Shropshire 'Respect Yourself' RSE programme is a spiral curriculum starting a year 1 to year 11. There are age appropriate lessons and resources for each year group and key stage. The RSE element of the curriculum is taught within the context of health and wellbeing and our emotional and mental health curriculum.

The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships. Every other year, parents will be invited to contribute to reviews of the Scheme of Work for Relationship Education (RSE) and to familiarise themselves with the materials and resources used in the school. Reminders of the content will be sent to parents prior to each unit within each year group.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by, family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions. In particular, we will provide parents of year 6 pupils with an opportunity to discuss what is being taught and support them to discuss issues with their children. What is taught is ultimately a decision for school and agreed by governors. Consultation does not provide a parental veto on curriculum content.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this, they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum. The head will help parents identify and discuss the impact and implications of withdraw for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of feeling excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented, and parents may be asked to put their request in writing. Resources and information regarding delivering sex education at home will be made available.

Role of Head Teacher

It is the responsibility of the head to ensure that:

- Policy and practise is developed in accordance with good practice guidelines and recommendations
- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about this policy
- Staff receive appropriate training and support

Complaints Procedure

Any parents with concerns about this policy should discuss this directly with the head teacher. In the event that the concern cannot be dealt with, the Governors can be contacted via the complaint procedure.

Monitoring & Review

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every two/three years.

The governing body monitors our relationship and sex education policy.

This policy will be reviewed regularly, which will involve consultation between staff, governors, parents and pupils.