

Edward Feild Primary School

Relationships and Sex (RSE) Education Policy

Contents

Purpose	Page 3
Definition	Page 4
Why is RSE important?	Page 4
Curriculum	Page 5
Delivery of RSE	Page 6
Confidentiality	Page 7
Monitoring and Evaluating	Page 8
Staff Training	Page 8
Withdrawal Procedures	Page 8
Disseminating the Policy	Page 8
Roles and Responsibilities	Page 9
Appendix 1: Statutory Provision of SRE in the Science National Curriculum	Page 9
Appendix 2: Provision of SRE in the Edward Feild PSHE Curriculum	Page 11
Appendix 3: Provision of specific Sex Education in the RSE Curriculum	Page 14

Purpose of the Relationships and Sex Education Policy

As of September 2020,¹, schools are required to refer to statutory guidance when planning and delivering Relationships and Sex Education. The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE:

- Demonstrate compliance with the DfE guidance which became statutory in September 2020¹.
- Duty to promote well-being (Children Act 2004)
- Duty to prepare children for the challenges, opportunities, and responsibilities of adult life (Education Act 2006)
- Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
- Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
- Teach statutory RSE elements in the Science National Curriculum (see Appendix 1)
- Have an up-to-date policy developed in consultation with pupils and parents (Education Act 1996)
- Meet the school's safeguarding obligations
- Make the policy available to pupils and parents (Education Act 1996)
- Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- Take account of the DfE guidance on RSE (2000)
- DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSE is an important part of PSHE" (DfE guidance on PSHE 2013)
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Definition of RSE

Relationship and Sex Education is not just learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

Why is Relationships and Sex education in schools important?

[from guidance: Sex and Relationships Education for the 21st Century]

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Curriculum

[from guidance: Sex and Relationships Education for the 21st Century]

The principles of high quality SRE in all schools (including those with a religious character):

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Delivery of Relationships & Sex Education at Edward Feild

From September 2020, Edward Feild use the Dimensions 3D PSHE scheme, which will incorporate RSE as part of the scheme. The Dimensions 3D PSHE scheme has been designed to fulfil the statutory duty on schools to deliver Relationships and Sex Education. Relationships education is taught throughout the year and is an integral part of the Dimensions scheme of work. In addition, the school has subscribed to an additional unit of work on Sex education aimed at Year 6.

Parents have a right to withdraw their child from Sex Education lessons, but not from lessons that form part of Relationships Education. The statutory content of the curriculum about growth and reproduction is covered in the Science programme of study. The use of a cross curricular approach ensures that the school curriculum covers the statutory biological aspects, but also the social and emotional aspects. RSE is taught throughout the years from Reception to Year 6. In addition, the Computing curriculum complements the RSE curriculum with units of work, and ongoing messages, about online safety. The PE curriculum incorporates aspects of the RSE curriculum by looking at physical health and how the body changes through growth.

What is taught in each year group?

We have a statutory duty to teach the RSE elements of the Science National Curriculum (see Appendix 1 for the RSE aspects of statutory Science).

The RSE curriculum covers all the aspects that pupils are expected to have covered by the end of primary school, according to the DfE statutory guidance. (See Appendix 2)

Within Reception, the RSE curriculum is specific to that year group. However, through the rest of the school, the curriculum is taught in joint year groups (namely Years 1&2, 3&4 and 5&6) with themes taught across a two year cycle. Exceptions are made for specific aspects of the subject, such as Sex education in Year 6, where the subject matter is suited to a single year group.

Who teaches RSE?

Relationships education will be taught by the class teacher, or where appropriate by a Teaching Assistant as part of planned PPA work. Sometimes health professionals or other visitors will help deliver RSE, such as the school nurse. Sex Education is always taught by a class teacher.

How is RSE taught?

As is usual school practice, RSE is taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

The materials from Dimensions PSHE are intended to cover the PSHE and RSE requirements in an interactive and age-appropriate way. There may be times when a teacher may feel it appropriate to use supplementary materials to support their teaching. All materials should consider equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedure. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

Monitoring and evaluating RSE involving pupils

Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE and Citizenship which also involves the school council.

Training staff to deliver RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled, and confident. The PSHE coordinator will support teachers in delivering high-quality RSE lessons.

Edward Feild maintains a subscription to the PSHE Association which allows staff to have access to additional resources and guidance. Dimensions PSHE is updated frequently and has guidance information to support the teaching materials.

Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Providing materials for parents to use when talking about RSE with their children
- Making available a free paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents/carers have the right to withdraw their children from RSE, apart from the statutory National Curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the Science National Curriculum. Growth, physical changes and reproduction as part of life cycles are taught as part of the science curriculum.

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. We will offer advice on the teaching and materials available if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

Disseminating the policy

A copy of this policy is on the school website. It is included in the induction training for staff. Copies are supplied to visitors who are involved in providing RSE in school.

Roles and responsibilities

The governing body

The governing body will approve the RSE policy and hold the headteacher and PSHE lead to account for its implementation.

The headteacher and PSHE lead

PSHE Co-ordinator: Miss Caple

Headteacher and Designated Safeguarding (Child Protection) Lead: Mr Lewis

The headteacher and PSHE lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff Teachers

delivering RSE will use a variety of teaching methods including establishing ground rules, being able to answer unexpected questions, using appropriate materials and encouraging reflection. Teachers 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 headteacher or PSHE lead.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect, inclusivity and sensitivity in line with our values.

Appendix 1: Statutory Provision of SRE in the Science National Curriculum

Key Stage 1

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- 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

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

'The programmes of study for science are set out year-by-year for Key Stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each Key Stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce Key Stage content during an earlier Key Stage if appropriate. All schools are also required to set out their school curriculum for Science on a year-by-year basis and make this information available online'.

Appendix 2: Provision of SRE in the Edward Feild PSHE Curriculum

(taken from Dimensions PSHE Programme of Study. Abbreviations in margin refer to specific units of work in the Dimensions PoS which cover each particular theme.)

Families and People Who Care for Me	
<p>NL8, 12 RL2,14, 23</p> <p>KS1C2U3L3 KS1C2U4L5-6</p> <p>LKS2C2U4L2</p> <p>UKS2C2U4L1-5</p> <p>RSE UNIT</p>	<p>Pupils should know</p> <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 for them. • 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/civil partnership 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	
<p>NL4</p> <p>RL7, 13, 25</p> <p>KS1CUL1-5 KS1C2U4L1-4</p> <p>LKS2C2U3L1 LKS2C2U5L1-4</p> <p>RSE UNIT</p>	<p>Pupils should know</p> <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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships	
<p>NL4, 8, 13, 15, RL1, 4, 8, 15, 24</p> <p>KS1C1U4L1,L6 KS1C2U1L7 KS1C2U2L1-5 KS1C2U3L1-6 KS1C2U4L1-4 KS1C3U1L4,5,6</p> <p>LKS2C1U5L6 LKS2C2U2L1-3 LKS2C2U3L1-4 LKS2C2U4L1-4 LKS2C2U5L1-3 LKS2C3U3L1</p> <p>UKS2C2U3L2,3 RSE UNIT</p>	<p>Pupils should know</p> <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. • 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	
<p>RL22</p> <p>KS1C1U5L6</p> <p>LKS2C1U6L1-4</p> <p>UKS2C2U4L5</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • the importance of self-respect and how this links to their own happiness • 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.

Being Safe

KS1C1U5L4

KS1C1U5L7

LKS2C2U5L4

RSE UNIT

Pupils should 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; 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 who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.

RSE UNIT - Relationships and Sex Education

N - Nursery

R - Reception

KS1 - Key Stage 1

LKS2 - Lower Key Stage 2

UKS2 - Upper Key Stage 2

Appendix 3: Provision of specific Sex Education in the RSE Curriculum

Sex Education (with regard to puberty and sexual reproduction) is a specific unit in the Upper Key Stage 2 Programme of Study. In addition to the Dimensions unit of work, School Nurses provide material that they would use in school (in lieu of a visit). It is usual school practice to teach Y5 girls about periods, and sexual reproduction to all Year 6 pupils.

Forming Relationships	<ul style="list-style-type: none"> • Know how and understand why close relationships are formed, especially during adolescence • Understand why friendship is important in the establishment of close relationships
Sexual Relationships	<ul style="list-style-type: none"> • Know about and understand the physical, mental and emotional changes that take place during puberty • Learn about sex (and bust some myths!)
Healthy Relationships	<ul style="list-style-type: none"> • Understand why friendship is important in the establishment of close relationships • Know the features of a healthy relationship
Unhealthy Relationships	<ul style="list-style-type: none"> • Understand what an unhealthy relationship is and know how to deal with relationship issues
Gender Issues Relationships	<ul style="list-style-type: none"> • Know about gender identities and have an awareness of transgender issues • Understand the difference between being transgender and cross-dresser