

# Relationships and Sex Education Policy



Date of approval and adoption: September 2020

Date of next review: September 2022

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## **Description of Setting/introduction**

This policy reflects the character of Great Coates Primary School. We are a school of approximately 300 mixed gender children which serves the Willows and Great Coates communities of Grimsby. The school caters for pupils from 3 to 11 years with a mostly White British ethnicity but with some pupils with mixed multicultural and ethnic backgrounds.

## **Values Statement**

Our school values are 'Respect, Resilience, Pride, Aspiration and Reflection.' Our school motto is: Learning together, Proud of each other, moving forward as one.' It is our vision to fully equip our children with the values, skills and knowledge that provide the building blocks for their future.

RSE in our school is part of the personal, social, health and economic curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes.

This is part of the integrated curriculum of the school. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the consideration of the personal, social and emotional development of the child (see PSHE policy) and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes. It should be provided for all children including those with physical, emotional or learning difficulties.

## **Definition of RSE**

The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Planning for RSE also requires an understanding of the needs of children and young people. Knowing about aspects of RSE does not, on its own, ensure a young person's personal safety and sexual health. Good RSE should help pupils to develop the personal skills they will need if they are to establish and maintain relationships and make informed choices and decisions about their health and wellbeing.

RSE topics are taught through the statutory requirements of the National Curriculum 2014 Science orders, which are mandatory for all primary aged pupils and through our well planned Personal, Social and Health Education (PHSE) curriculum. This covers the statutory and non-statutory guidance defined in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.(2019)' Which is available via the following link.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## **How this policy was formulated and who was consulted**

This policy was developed in consultation with advice from local authority advisors. Parents views were gained through a questionnaire and working party. Experienced staff members and the senior leadership team have developed the policy with further consultation with governors. The policy is shared with parents.

## **Role of PSHE Coordinator**

The role of the PSHE subject leader is to ensure all staff are up to date and equipped with the relevant knowledge and resources in order to deliver effective RSE. The leader will monitor that RSE is being taught as outlined in this policy, that parents/carers are informed prior to the lessons and that staff will assess the understanding and learning shown by the pupils. Senior Leaders will support the PSHE co-ordinator in this.

## **Role of school governors**

All school governors and our named governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate RSE curriculum for our pupils.

## **Aims and Objectives of RSE**

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

RSE should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect.

The aims of RSE are to:

- help a young person develop healthy and respectful friendships and relationships;
  - emphasise the importance of respecting themselves and their own body
- raise the awareness of the importance of safety and sexual health
- promote responsible behaviour and the ability to make informed decisions;
- enhance the personal development, self-esteem and well-being of the young person;
  - to make young people more aware of the stages of development from infancy through adolescence to adulthood.
- help them cope with the physical and emotional challenges of growing up.
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;

- help a young person come to value family and relationships
- appreciate the responsibilities of parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

### Organisation and entitlement

The Senior Leadership Team(SLT) and the PSHE co-ordinator will support class teachers in organising and delivering RSE lessons. Letters will be sent, to parents in an envelope, by the SLT informing parents of the non-statutory elements of Relationship and Sex Education and giving parents the opportunity to withdraw their children from these elements only.

### Curriculum overview

The full content of RSE teaching is laid out in the school's PSHE curriculum which is based around the Islington Scheme of work. The scheme covers areas of Physical Health and Well-being, Keeping Safe and Managing risks, Drug, alcohol and tobacco, mental health and wellbeing, Identity, society and equality and Sex and relationships education. RSE is considered throughout many other subjects in the school curriculum and through every day dealings with all pupils.

The content of the specific strand of Relationships and Sex Education is as follows:

Year Groups	When?	What will be taught?
<ul style="list-style-type: none"> <li>• Reception</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous</li> </ul>	<p>The pupils in reception learn about relationships education throughout the year in line with the expectations in the Personal, Social and Emotional Development in the Early Years Foundation Stage Curriculum, through whole class discussions, active play and small group activities.</p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• develop a positive sense of themselves and others</li> <li>• form positive relationships and develop respect for others</li> <li>• develop social skills and learn how to manage their feelings</li> <li>• understand appropriate behaviour in groups</li> <li>• have confidence in their own abilities</li> </ul>
Year 1 and 2	PSHE LTP Cycle B Spring Term	<p><b>Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> <li>• NSPCC pants are private.</li> </ul>

Year 3 and 4	PSHE LTP Cycle B Summer Term	<p><b>Growing up and changing</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the way we grow and change throughout the human lifecycle</li> <li>● about the physical changes associated with puberty</li> <li>● about the impact of puberty in physical hygiene and strategies for managing this</li> <li>● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>● strategies to deal with feelings in the context of relationships</li> <li>● to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>
Year 5 and 6	PSHE LTP Cycle A Summer Term	<p><b>Growing up and changing</b></p> <p><b>Pupils learn</b></p> <ul style="list-style-type: none"> <li>● Year 6 only – sex education – How babies are made. Childbirth. Contraception. Sexually transmitted diseases. (non-statutory)</li> </ul>
Year 5 and 6	PSHE LTP Cycle B Summer Term	<p><b>Sex and relationship education:</b></p> <p><b>Healthy relationships</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the changes that occur during puberty</li> <li>● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>● what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>● about roles and responsibilities of carers and parents</li> <li>● Year 6 only – sex education – How babies are made. Childbirth. Contraception. Sexually transmitted diseases. (non-statutory)</li> </ul>

## Statutory Requirements

The School follows the statutory guidance laid down in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) which becomes statutory from September 2020.

The guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

## Non-Statutory Content

The guidance in Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) states, 'It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.'

In 2019 the school consulted with parents regarding their views around the teaching of sex education. 86% of parents who responded said they would like the school to teach sex education. We also gave parents the opportunity to consult on what will be covered and this is reflected in the content which is delivered.

Boys and girls are taught sex education in year 6 separately and sensitively. The lessons are delivered by senior members of staff with whom the pupils have developed good relationships.

The content which we deliver around sex education is tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Parents are given the opportunity to discuss the curriculum content with teachers and senior leaders prior to the delivery of sex education.

### **Parent's right to withdraw**

Parents have the right to request that their child be withdrawn from the sex education delivered as part of RSE. The relationships education delivered is statutory and therefore parents will not be given the option to withdraw.

The school will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than as part of the science curriculum. Before granting any such request the SLT will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. At Great Coates Primary School we recognise that we have a duty under the Equality Act to ensure that teaching is accessible to all children and young people.

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

All pupils, regardless of ability and disability, culture and faith, gender and sexual orientation will receive quality RSE. This will be achieved through teaching to the needs of the cohort and where appropriate, with advice from parents/carers and specialists.

Pupils with special needs will receive RSE. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties.

## **Child Protection**

RSE lessons will be fully compliant with the school's safeguarding policy. All staff involved in RSE will be aware of the importance of our pupil's feeling that they are listened to and appropriate action will be taken in regard to any concerns raised.

## **Home/School Partnership**

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 not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

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.

Parents have been involved in the development of our curriculum and have had opportunity to express their views regarding RSE. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

## **Specific Issues**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. In the event of questions being raised during a session for which parents have been informed and have given for permission, teachers will discuss issues sensitively, individually or in small groups as appropriate.

Discussions which raise any issues which a teacher does not feel is appropriate to discuss with a pupil will be dealt with respectfully and will be discussed with the parent and/ or a senior leader or safeguarding officer as appropriate.

## **Monitoring and Evaluation Procedure - using a range of evidence**

The PHSE leader and SLT will monitor RSE following the delivery of the sessions in each year group. The views of teachers, parents and pupils will be taken into consideration in any monitoring and evaluation. We ensure that a governor is has responsibility for RSE.

## **Assessment**

Staff will assess the understanding shown by the pupils through discussion and work produced in light of the teaching. Further questions will be followed up sensitively and if appropriate.

### **Dissemination of policy**

- This policy is to give information and guidance to staff, pupils and parents/carers.
- This policy is available on the school website; parents/carers may ask to see a paper copy.

### **Links with other policies**

- PSHE
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
- Safeguarding.
- Science Curriculum Statement.