

# Relationships and Sex Education Policy



**September 2020**

To be reviewed 2023 or as required

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## 1. Aims

At Viridis Schools, RSE (Relationship and Sex Education) reflects the vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives and to become informed, active and responsible citizens.

RSE is taught in the context of relationships and promotes high self-esteem, emotional health and wellbeing to help children form meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and teaching will ensure that pupils are given information appropriate to their age and stage of development.

We believe in the importance of working in partnership with parents and carers, and understand the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral and mental wellbeing, and emotional development at home. Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example: people of the same gender.

## 2. Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

Primary schools are not required to provide sex education but we do need to teach the elements of sex education contained in the Science National Curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in Section 403 of the [Education Act 1996](#).

At Viridis Schools we teach RSE as set out in this policy.

### **3. Policy Development**

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a consultation meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every three years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

### **4. Definition**

RSE (Relationships and Sex Education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

### **5. Curriculum**

Our PSHCE curriculum is set out as per Appendix 1. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the developmental age of pupils. Our curriculum is cyclical and builds across the primary phase. Relationships education is taught through a broad range of themed topics that supports in depth of knowledge over time. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science Curriculum.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional e.g. the school nurse.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Role and Responsibilities**

The Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher and Deputy Headteacher are responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-scientific components of Sex Education within 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.*

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

## **8. Parents Right to Withdraw**

Parents do not have the right to withdraw their children from any part of Relationships Education as this now forms part of the basic curriculum and is a requirement of the Government's statutory guidance.

Parents do have the right to withdraw their children from the non-statutory/non-scientific components of Sex Education within RSE. Requests for withdrawal should be put in writing and be addressed to the Headteacher.

## **9. Training**

Staff are trained on the delivery of RSE as part of their on-going professional development.

The Headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the ethos of the school.

## **10. Monitoring and Evaluation**

The delivery of RSE is monitored by the school's leadership team through planning and work scrutiny, as well as regular learning walks. The schemes of work have been developed to include learning objectives and assessment opportunities to enable the teacher to make judgements about pupils' learning and progress.

This policy will be reviewed by the leadership team annually. At every review, the policy will be approved by the governing body and the Headteacher.

## **11. Safeguarding Children**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver RSE, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present circumstances or changes in family situations, there may be needs to be adaptations to the content or additional support.

Appendix 1

PSHCE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHCE Theme</b>	<b>Being Responsible</b>  (Rules, rights and responsibilities & Learning to learn)	<b>Staying Safe</b>  (Staying safe & Getting out and about)	<b>Let's Work</b>  (The world of work & Looking forward)	<b>Relationships</b>  (Relationships & My friends and family)	<b>You &amp; Me</b>  (Similarities and Differences)	<b>Healthy Body, Healthy Mind</b>  (Staying healthy & Healthy lifestyles)
<b>Linked SEAL Theme</b>	New Beginnings	Say No to Bullying/Getting on & Falling Out	Going for Goals	Relationships	Good to be Me	Changes

<b>Specific Sex Education Units - Taken from Christopher Winter Scheme of Work (taught in Summer 2)</b>	
<b>Year 2</b>	Differences – the physical differences between males and females
<b>Year 5</b>	Puberty – the emotional and physical changes that take place during puberty
<b>Year 6</b>	Puberty, Relationships and Reproduction – knowing how a baby is conceived and born

## Appendix 2

### By the End of Primary School Pupils Should Know (Statutory Guidance from the DfE)

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

Pupils should know:

1a. That families are important for children growing up because they can give love, security and stability.

1b. 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.

1c. 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.

1d. 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.

1e. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)*

1f. 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**

Pupils should know:

2a. How important friendships are in making us feel happy and secure, and how people choose and make friends.

2b. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

2c. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

2d. 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.

2e. How to recognise who to trust and who not to trust; how to judge when a friendship is making them feel unhappy or uncomfortable; managing conflict; how to manage these situations and how to seek help or advice from others, if needed.



**Respectful relationships**

Pupils should know:

- 3a. 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.
- 3b. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 3c. The conventions of courtesy and manners.
- 3d. The importance of self-respect and how this links to their own happiness.
- 3e. 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.
- 3f. 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.
- 3g. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- 3h. The importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

Pupils should know:

- 4a. That people sometimes behave differently online, including by pretending to be someone they are not.
- 4b. 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.
- 4c. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- 4d. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- 4e. How information and data is shared and used online.

**Being safe**

Pupils should know:

- 5a. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 5b. 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.
- 5c. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 5d. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 5e. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- 5f. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- 5g. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- 5h. Where to get advice e.g. family, school and/or other sources.

