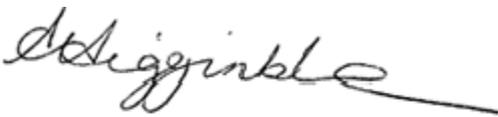




## **Relationships & Sex Education Policy**

**(Learning and Growing Together)**

<b>Date ratified by Governing Body</b>	<b>14<sup>th</sup> June 2021</b>
<b>Review Cycle</b>	<b>Every 2 years or when there is a change in statutory guidance or legislation</b>
<b>Review Date</b>	<b>June 2023</b>
<b>Signed Headteacher</b>	
<b>Signed COG</b>	



1. **Aims** The aims of Relationships and Sex Education (RSE) at our Federation are to:
  - a. To provide the knowledge and information to which all pupils are entitled.
  - b. To raise pupils' self-esteem and confidence, especially in their relationships with others.
  - c. To help pupils to develop skills and to make the most of their abilities.
  - d. To develop pupils' understanding of the importance of a healthier safer lifestyle.
  - e. To provide a description of how RSE is delivered, monitored and evaluated in the school.
  - f. To help pupils learn to respect and care for their bodies.
  - g. To help pupils, parents and carers learn **how** to gain access to information and support.
2. **Values Framework**
  - a. All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community.
  - b. The teaching of RSE will encourage pupils to:
    - i) Value and respect themselves.
    - ii) Value and respect others.
    - iii) Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.
3. **Statutory requirements**
  - a. As a maintained First school with Primary age children we must provide Relationships Education to all pupils as per section 34 of the [Children and Social work act 2017](#).
  - b. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
  - c. 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](#).
  - d. We are also required to comply with relevant requirements of the Equality Act 2010. (Further guidance is available for schools in [The Equality Act 2010 and schools advice](#). Schools should pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).)



4. **Policy Development** This policy has been written in consultation with governors, staff, parents/carers, pupils and the wider community (including middle schools).

5. **Definition**

- a. Relationships Education '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 to build their self-efficacy.' (DfE relationship education guidance 2019).
- b. Personal, social, health and economic (PSHE) education 'PSHE is an important and necessary part of all pupils' education. All schools should teach PSHE' (DfE PSHE guidance 2019).
- c. Relationships Education is a compulsory subject that is taught alongside our PSHE curriculum. We are choosing to deliver our Relationships Education as part of our timetabled PSHE programme.
- d. At Haselbury Plucknett Church of England School, in light of our Christian ethos, we value the importance of good relationships which are rooted in love.

6. **Curriculum**

- a. We use Coram Life Education's SCARF programme to deliver the PSHE curriculum. This covers all aspects of the statutory expectations of Relationships Education.
- b. Each year covers 6 areas:
  - i) Me and my relationships.
  - ii) Valuing difference.
  - iii) Keeping myself safe.
  - iv) Rights and Responsibilities.
  - v) Being my best.
  - vi) Growing and changing.
- c. We take into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. **Delivery of RSE**

- a. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- b. 'Relationships' education focuses on teaching the fundamental building blocks and characteristics of positive relationships.



- c. 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).

## 8. Roles and responsibilities

- a. The governing board: The governing board has delegated the approval of this policy to the Headteacher.
- b. The Headteacher: The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory / non-science components of RSE (see section 9).
- c. Staff: Staff are responsible for:
  - i) Delivering RSE in a sensitive way.
  - ii) Modelling positive attitudes to RSE.
  - iii) Monitoring progress.
  - iv) Responding to the needs of individual pupils.
  - v) Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- d. 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. All Teaching Staff and TAs are involved in the delivery of the RSE programme.
- d. Pupils: Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 9. Parents' right to withdraw

- a. Parents do not have the right to withdraw their children from Relationships Education.
- b. Parents have the right to withdraw their children from the non-statutory / non-science components of Sex Education within RSE.
- c. Requests for withdrawal from the Sex Education elements should be put in writing using the form found in Annex B of this policy, and addressed to the Headteacher.

10. **Training** It is the responsibility of the PSHE coordinator to identify and access training opportunities available to ensure all staff are confident to teach PSHE and Relationships Education. This will be done as part of the monitoring and evaluation process.



11. **Monitoring and evaluation** Class teachers will use their knowledge of the curriculum to conduct formative and summative assessment throughout the year. The Senior Leadership Team and PSHE subject lead will be responsible for monitoring and evaluating the delivery of the RSE programme. This may include learning walks, observations and pupil and parent voice.

12. **Links to other policies**

- a. Equal Opportunities.
- b. Child Protection.
- c. Data Protection.
- d. Behaviour.
- e. Anti-Bullying.
- f. Online Safety



**WHAT PUPILS SHOULD KNOW**

1. By the end of primary school (Year 6) pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>1. Families and people who care about me</p>	<p>a. That families are important for children growing up because they can give love, security and stability.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. 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.</p> <p>e. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>f. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>2. Caring Friendships</p>	<p>a. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>b. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>c. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>d. 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.</p> <p>e. 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.</p>



TOPIC	PUPILS SHOULD KNOW
<p>3. Respectful relationships</p>	<ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>c. The conventions of courtesy and manners.</li> <li>d. The importance of self-respect and how this links to their own happiness.</li> <li>e. 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.</li> <li>f. 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.</li> <li>g. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>h. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p>4. Online relationships</p>	<ul style="list-style-type: none"> <li>a. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>b. 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.</li> <li>c. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>d. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>e. How information and data is shared and used online</li> </ul>



TOPIC	PUPILS SHOULD KNOW
5. Being safe	<ul style="list-style-type: none"><li>a. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>b. 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.</li><li>c. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>d. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>e. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>f. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>g. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>h. Where to get advice e.g. family, school and/or other sources</li></ul>



**WITHDRAWAL FROM SEX EDUCATION**

1. Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	