



# **St Peter & St Paul**

CofE Primary School

## **Relationships and Sex Education Policy**

### **2020 - 2022**

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	June 2020	Mr Steve Ginn Head Teacher
Agreed by Governors:	July 2020	Mrs N Ford Chair of Governors
Lead:	SEND Lead	
Review date:	June 2022	

### **Our School Mission Statement**

**We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.**

## **Values and Vision:**

**At St. Peter and St. Paul CofE School , we want ALL of our children to have:**

- an enthusiasm and thirst for learning
- access to an enriched, stimulating curriculum which meets their needs and empowers them to become articulate, resilient and independent learners
- a school environment that is caring and welcoming
- a desire to challenge their potential and to explore their talents
- confidence to be themselves
- an awareness of the world beyond their own
- the skills necessary to succeed and flourish

**We also endeavour to teach the children to:**

- constantly strive to be the best they can be
- be inspirational role models
- be empowered and self-confident
- be creative and inquisitive
- have healthy and active lifestyles
- recognise the value of hard work and persistent effort when reaching for their goals
- be effective communicators, able to negotiate, resolve problems and reach constructive solutions
- cope with challenges which may present in their lives
- be kind and respectful members of the school and broader community
- support and help others
- take pride in themselves and our school
- appreciate British values which will enable them to have resilience and to thrive in the outside world
- recognise and value the uniqueness of each individual

**At St. Peter and St. Paul CofE Primary, we want a school where:**

- children are the priority
- passion, enthusiasm and drive is at the heart of everything we do
- children's natural curiosity is encouraged and fostered
- children are given opportunities to explore and experience new things
- children feel safe and can therefore thrive and flourish
- pupils exhibit excellent standards of behaviour and take pride in themselves and their environment
- there is a distinctive Christian ethos along with a mutual respect for all other faiths
- the workforce and volunteers are happy and take pride in making a difference to our children
- staff members are approachable, committed and dedicated to providing the best possible education for our children
- positive partnerships and mutual respect between all stakeholders; parents, staff, governors, church and the community helps raise

aspirations for our children and enables them to become confident, successful and ambitious learners

- individuals and groups from the community are welcomed into the school in order to share knowledge and to learn from each other.
- every child is inspired, challenged and empowered Relationships and Sex Education Policy

# **St. Peter and St. Paul CofE Primary School**

## **Relationships and Sex Education Policy**

### **Rationale:**

We are aware at our school that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way.

A caring and developmental Relationships and Sex Education programme needs to be more than just about 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.

We believe that as part of a Relationships and Sex Education programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to be allowed to articulate their thoughts, doubts and anxieties in order that they can build the skills they need to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

The growth of self-esteem and taking of responsibility for oneself and one's actions is also essential to a Relationships and Sex Education programme. If young people develop a positive self-image and feel good about themselves, they are more likely to take care of themselves and think positively about others. This will lead to the ability to recognise and develop non-exploitative, positive, caring relationships.

We believe it is essential that, through this area of the curriculum, that children acquire accurate information, develop skills and develop positive values which will guide their decision making, judgements, relationships and behaviour throughout their life.

### **Aims:**

The aims of Relationships and Sex Education (RSE) at our school are to:

- ☐ Provide a framework in which sensitive discussions can take place.
- ☐ Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene. Whilst also preparing pupils for the changes that occur to their bodies, minds and emotions.

- ☐ Help pupils develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- ☐ Create a positive culture around issues of sexuality and relationships and enable our pupils to better understand the nature of relationships.
- ☐ Teach pupils the correct vocabulary to describe themselves and their bodies.
- ☐ To know about the risks of being online and how to stay safe.
- ☐ To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- ☐ To know where and how to seek information and advice when they need help.
- ☐ To be able to recognise when something is risky or unsafe.
- ☐ To support all young people to stay safe and prepare for life in modern Britain.

### **Framework:**

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, Relationships and Sex Education (RSE) and Health Education (RSHE).

### **Guidance:**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education

This policy is drafted in line with that guidance and in compliance with the provisions of the Equalities Act 2010.

### **Statutory Requirements:**

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

Key Stage 1 (5 - 7 year olds) Pupils should be taught:

- That animals, including humans, move, feed, grow and use their sense and reproduce
- To recognise and compare the main external parts of the bodies of humans

- That humans and animals can produce offspring and that these grow into adults
- To recognise similarities and differences between themselves and others, and treat others with sensitivity
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (7 – 11 year olds) Pupils should be taught:

- To describe the changes as humans develop to old age.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

If primary schools do teach SRE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **Consultation:**

This policy has been developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

- Review – a working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and interested parties were provided with a copy of the draft policy and comments were invited
- Pupil consultation – we investigated what exactly pupils want from their SRE
- Ratification – governors reviewed and subsequently ratified the policy having regard for consultation responses

## **Definition of Relationships and Sex Education:**

RSE forms an appropriate start to lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

It has three main elements:

◆ **Attitudes and values**

- ☐ learning the importance of values and individual conscience and moral considerations;
- ☐ learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- ☐ learning the value of respect, love and care;
- ☐ exploring, considering and understanding moral dilemmas; and
- ☐ developing critical thinking as part of decision-making.

◆ **Personal and social skills**

- ☐ learning to manage emotions and relationships confidently and sensitively;
- ☐ developing self-respect and empathy for others;
- ☐ learning to make choices based on an understanding of difference and with an absence of prejudice;
- ☐ developing an appreciation of the consequences of choices made;
- ☐ managing conflict; and
- ☐ learning how to recognise and avoid exploitation and abuse.

◆ **Knowledge and understanding**

- ☐ learning and understanding physical development at appropriate stages;
- ☐ understanding human sexuality, reproduction, sexual health, emotions and relationships;
- ☐ learning about contraception and the range of local and national sexual health advice, contraception and support services;
- ☐ learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- ☐ the avoidance of unplanned pregnancy.

## **Objectives\Goals of the Relationships and Sex Education Curriculum:**

It is hoped that through having an effective Relationships and Sex Education policy and curriculum, that pupils will:

- ☐ Gain help and support through their physical, emotional and moral development.

- ☐ Learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood.
- ☐ Gain an understanding of the process of human reproduction.
- ☐ Become aware of how their body will change and teach them specifically about how puberty will affect their lives.
- ☐ Become aware of personal, psychological, emotional and physical changes in themselves and others.
- ☐ Gain an understanding of the nature of personal relationships, love and family responsibilities.
- ☐ Be encouraged to develop responsible behaviour and to develop an awareness of the consequences when this is not observed.
- ☐ Develop a reflective concern for the well-being of others.
- ☐ Develop knowledge, communication skills and understanding in order to facilitate personal decision-making and future choices.
- ☐ Become aware of what is and what is not legal in matters relating to sexual activity.
- ☐ Gain an understanding of the impact of external factors such as the media, Internet, peer group and others on themselves and still allow them to remain independent decision-makers.
- ☐ See the value of and gain the ability to form positive, non-exploitative relationships.
- ☐ Be made aware of where they can go for further advice and information.

It is also hoped that this policy and curriculum will:

- ☐ Develop and reinforce the aims of the PSHE (Personal, Social, Health and Economic education) policy in all aspects of sex education.
- ☐ Counter ignorance about sexual matters and develop appropriate vocabulary.
- ☐ Encourage positive attitudes to gender differences and strengths.
- ☐ Give guidance on how to generate an atmosphere where questions of a sexual nature can be asked and answered openly, without embarrassment, and where trust and confidentiality are ensured.

## **Values:**

Relationships and Sex Education is always taught with due regard to the Christian ethos of the school; the School's vision and values; moral and legal considerations; and with an emphasis on the value of family life and supportive relationships. Among the values promoted are:

- ☐ Respect for oneself and other people.
- ☐ Taking responsibility for one's actions in all situations.
- ☐ Honesty and loyalty in relationships.
- ☐ The importance and responsibilities of the family unit.
- ☐ Sensitivity towards the needs and views of others.



- ☐ The importance of recognising the physical, emotional and moral implications, and risks, of certain types of behaviour.
- ☐ The importance of recognising and accepting the differences of others.

## **Roles and Responsibilities:**

### **a) The Governing Body**

The Governing Body will:

- ☐ Ensure that Relationships and Sex Education is provided in a way that encourages pupils to consider and value morals and respect family life and the importance of marriage.
- ☐ Evaluate the quality of provision through regular monitoring
- ☐ Ensure that the teaching of SRE is delivered in ways that make it accessible to all pupils with SEND
- ☐ Ensure that this policy is kept up to date and made available to parents.
- ☐ Ensure that parents are advised of subject content and their right to request that their children are withdrawn
- ☐ Ensure that the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **b) The Head Teacher and Relationships and Sex Education (RSE) Leader**

The Head Teacher and Relationships and Sex Education leader will ensure that:

- ☐ The provisions of this policy are followed and implemented.
- ☐ The Governing Body is advised about the nature and organisation of RSE and how it reflects the aims and values of the school.
- ☐ RSE is provided in a way that encourages pupils to consider morals and the value of family life.
- ☐ A robust planning framework is agreed, implemented and reviewed annually.
- ☐ Staff are suitably trained to deliver the SRE curriculum.
- ☐ Parents are informed about the programme for RSE and their right to withdraw their children.
- ☐ Where a parent has requested to withdraw their child that appropriate and purposeful alternative education is offered.

### **c) Staff**

Staff are expected to:

- ☐ Provide Relationships and Sex Education in accordance with this policy, having regard for the School's Christian ethos.

- ☐ Deliver then SRE curriculum in a way which encourages pupils to consider morals and the value of family life.
- ☐ Participate in training, as required, to support the teaching of SRE.
- ☐ Implement the agreed planning framework.
- ☐ Ensure that they do not express personal views or beliefs when delivering the programme.
- ☐ Model positive attitudes to SRE.
- ☐ Liaise with the SENDCO to identify and respond to individual needs of pupils with SEND.
- ☐ Respond appropriately, and in accordance with the schools policy, to pupils whose parents wish them to be withdrawn from RSE.
- ☐ Work with the Senior Leadership Team and curriculum leads to evaluate the quality of provision.

## **Parental Involvement:**

The prime responsibility for bringing up children rests with parents. It is therefore recognised that parents are key figures in helping children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that sexual maturity brings. The teaching offered by schools should be complementary and supportive to the role of the parents.

Parents are the key people in:

- ☐ Teaching their children about relationships and sex;
- ☐ Maintaining the culture and ethos of the family;
- ☐ Helping their children cope with the emotional and physical aspects of growing up; and
- ☐ Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents may however welcome support in:

- ☐ Helping their children learn the correct names of the body;
- ☐ Talking with their children about feelings and relationships;
- ☐ Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

It is for this reason that we will notify parents when particular aspects of Relationships and Sex Education will be taught, by providing parents with an overview of the SRE provision. Parents will also have the opportunity to view schemes of work and lesson plans if desired. Parents may be given the opportunity to take part in SRE Learning Together workshops alongside their children. On these occasions parents will be formally invited and a question and answer opportunity will be given.

Should the children ask direct questions we will endeavour to answer them simply and honestly. We will inform parents after any discussion if it seems appropriate.

## **Teaching Context:**

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) Education, Citizenship and Science.

The teaching of RSE will follow a natural progression as children pass through the school and there will be a definite graduation from Foundation and Key Stage 1 through to Key Stage 2. This transition is outlined in the following sections of this policy.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes: These four themes are:

- ☐ Developing confidence and responsibility and making the most of pupils' abilities;
- ☐ Preparing to play an active role as citizens;
- ☐ Developing a healthier, safer lifestyle; and
- ☐ Developing good relationships and respecting differences between people.

The goal for the teaching of RSE is to contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- ☐ Develop confidence in talking, listening and thinking about feelings and relationships;
- ☐ Are able to name parts of the body and describe how their bodies work;
- ☐ Can protect themselves and ask for help and support; and
- ☐ Are prepared for reaching puberty.

## **Planning and Teaching:**

The programme of teaching will be planned by the PSHE leader. The PSHE and RSE sessions will be taught by the class teachers throughout the school. All teachers will ensure they cover the correct scheme of work throughout each half term. RSE may be taught as a discrete lesson or as part of religious education, PSHE, PE and Science lessons. This will be at the discretion of the class teacher. The time allocation will differ throughout the school.

It is the responsibility of the PSHE leader to oversee the PSHE curriculum and to ensure that all aspects of RSE are taught. The PSHE subject leader will also support teachers as necessary

The teaching of RSE must be undertaken in a sensitive manner. Class teachers delivering RSE should always be mindful of the sensitive nature of some of the material and should adapt it to individual needs. Should a pupil make a disclosure, or if an issue arises that causes concern about a pupil's welfare – the school's Children Protection procedures should be followed.

Most of the programme will be delivered in class groups however, on some occasions, the pupils may be divided into single sex groups (Y5/6 Puberty).

Each teacher will be responsible for planning, organising and maintaining the resources for the unit being taught. A range of resources will be used to teach RSE including videos, handouts, worksheets, ICT and PowerPoints. There may also be opportunities to invite into school advisers to enhance and support staff training. Visitors such as the School Nurse may also support pupils and families.

## **Safe and Effective Practice:**

Key principles to ensure high quality and effective planning:

- Safe learning environment
- Ground rules
- Distancing
- A protocol for how questions are handled
- Guidance for dealing with sensitive/controversial issues.

RSE is taught:

- ☐ by a member of teaching staff who is known to the pupils, preferably the class teacher.
- ☐ in a familiar and comfortable environment
- ☐ adhering to the school's agreed curriculum content which is age and stage appropriate
- ☐ using resources and teaching methods which have been approved by the PSHE lead and the SLT
- ☐ through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- ☐ in a sequence of lessons which build knowledge and understanding at a gentle pace

Teachers ensure that the learning environment is safe by:

- ☐ setting clear ground rules which are to be adhered to by all staff and pupils present

- ☐ organising seating so that pupils do not feel threatened or embarrassed
- ☐ making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ☐ ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- ☐ providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- ☐ providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- ☐ giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

Ground rules might include:

- ☐ allowing others to speak without interruption or judgement
- ☐ avoiding giving personal information or asking others to do so
- ☐ accepting that people will hold a range of views
- ☐ being respectful to everyone in the lesson at all times
- ☐ discussing and challenging viewpoints respectfully
- ☐ accepting that people will have a range of knowledge and understanding

De-personalisation techniques are used to:

- ☐ allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- ☐ allow pupils to consider issues that they have not had experience of
- ☐ support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- ☐ teach pupils that all issues which affect society, such as discrimination, are relevant to everyone
- ☐ **The teaching of sensitive and controversial issues must;**

- o not be avoided because they are difficult to teach
- o be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- o be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- o be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught

## Organisation of Learning:

### Foundation and Key Stage 1

At this stage of their lives children are beginning to develop an awareness of the needs of others, to have respect for themselves and for the feelings of their peers. They will be encouraged to develop an understanding of, and ability to deal with, negative emotions such as anger and jealousy in a safe environment, guided by their teachers and other adults. Through these experiences they will ideally develop their own acceptable codes of behaviour, and develop a positive attitude towards their own and others bodies. Different family situations may give rise to questioning and this must be dealt with in a sensitive way. Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. In RE (Religious Education) and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

The primary aims and objectives of SRE at this level are:

- ☐ To develop the understanding of what a friendship is.
- ☐ To understand the people who help them in and out of school.
- ☐ **To identify main body parts (Science, Y1)\*** (sexual body parts will not be taught at this stage, although if asked by a child the teacher will use correct biological terminology for the body parts i.e. 'penis' and 'vagina').
- ☐ **To understand the process of reproduction and growth in animals (Science, Y2)**
- ☐ To identify and understand different feelings felt by themselves and others.
- ☐ To learn how to overcome fall outs between friendships.

\*Items in bold are taught as part of the statutory curriculum and parents do not have the right to withdraw their children.

## Key Stage 2

### a) Lower Key Stage 2

At lower Key Stage 2 children will build on their previous learning and develop an understanding of their own bodies through science and PSHE topics. At this stage, pupils are beginning to become more aware of sexual differences and their needs will be treated in a sensitive way by staff and other adults, who will encourage sensible attitudes to nudity and bodily functions. Equality of opportunity for both sexes will be fostered, together with a respect for differences and strengths.

The primary aims and objectives of Relationships and Sex Education at this level are:

- ☐ To explore the consequences of forming negative relationships e.g. bullying
- ☐ To explore the concepts of forming positive relationships e.g. friendships
- ☐ To begin to explore their physical, social and emotional changes since starting school (sexual changes will not be taught at this stage, although if asked by a child the teacher will respond with the correct terminology as discussed during a staff training session).
- ☐ **To group living things into groups (Science Y4)\***

\*Items in bold are taught as part of the statutory curriculum and parents do not have the right to withdraw their children.

### b) Upper Key Stage 2

At this stage of their school career, children are becoming increasingly aware of each other as sexual beings and this requires a sensitive and appropriate response from teachers, who will encourage the children to show respect for one another as they begin to prepare for puberty. Children will be taught about not only the physical, but also the emotional and social changes which accompany puberty, including personal hygiene issues. In RE and PSHE there will be ongoing work which is intended to develop an increased understanding of relationships within a family, between friends and with other people. It is intended that in this way they will develop further skills which will aid them in forming relationships and respecting other people's emotions and feelings. They will also consider how to make simple choices and exercise some basic techniques for resisting pressures put upon them.

It is intended that the teaching of Relationships and Sex Education will focus on the development of skills and attitudes, not just the acquisition of knowledge. Questions are encouraged and the children will have the opportunity to talk to a teacher, either in groups or in private, about any

concerns they may have.

The primary aims and objectives of Relationships and Sex Education at this level are:

- ☐ To be able to name parts of their bodies using correct biological language and describe how these work.
- ☐ **To begin to know about and have some understanding of the physical, emotional and social changes that take place during puberty (Science, Y5)\***
- ☐ To further develop strategies of avoiding peer pressure and making considered choices.
- ☐ To explore the consequences of forming negative relationships e.g. bullying
- ☐ To explore the concepts of forming positive relationships e.g. friendships
- ☐ **To explore sexual reproduction in plants and animals (Science, Y5)**
- ☐ **To describe how living things are classified (Science, Y6)**
- ☐ **To recognise that living things produce offspring (Science, Y6)**

\*Items in bold are taught as part of the statutory curriculum and parents do not have the right to withdraw their children.

## Special Educational Needs:

SRE will be taught in line with the school's Special Educational and Disability Needs Policy. In planning, the individual needs of all children will be considered and differentiation by task, support or by outcome will take place

## Right to Withdraw:

Parents have the right to withdraw their children from all or part of the Relationships and Sex Education provided by the school with the exception of those parts which are included in the statutory National Curriculum (as found in bold above).

Requests for withdrawal should be put in writing and addressed to the Head Teacher. No reason needs to be given. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action. This will include a discussion about exactly which aspects of the school non-statutory SRE curriculum the parents would like to withdraw their child from, and communication with the teacher about how best to do that without isolating the child.



In the event that a parent chooses to withdraw their child from all or part of the Relationships and Sex Education provided, the school will make alternative arrangements for the child during those periods when this education is taking place. Alternative work will be given.

### **Confidentiality:**

As part of the school's policy on confidentiality (which is outlined in the school confidentiality policy), it is considered important that pupils are:

- ☐ Reassured that their best interests will be maintained;
- ☐ Encouraged to talk to their parent or carers and given support to do so;
- ☐ Made aware that teachers cannot offer unconditional confidentiality;
- ☐ Reassured that, if confidentiality has to be broken, they will be informed first and supported as appropriate;
- ☐ Informed of other sources of confidential help.

If there is ever any disclosure which may indicate the possibility of abuse, the school's child protection procedure will be followed immediately.

### **Personal Disclosures:**

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day. The teacher should, if able, discuss the issue with an appropriate colleague without identifying information. The teacher should follow the school's confidentiality policy at all times.

### **Child Protection:**

If staff feel a pupil is 'at risk' under any of the categories within its Safeguarding Policy, the named person must be informed promptly and the appropriate procedure followed.

The Senior Leadership Team will be aware of the SRE timetable and may withdraw vulnerable individuals for one-to-one input.

### **Sexual Activity:**

There may be rare occasions where a teacher at the school is directly approached by a pupil who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue and referred to the Safeguarding officer.

In such cases, the Safeguarding officer should make sensitive arrangements, in discussion with the pupil, to ensure that parents or carers are informed. The Safeguarding officer should address child protection issues and ensure that full support for the child and family are provided.

## **Equal Opportunities:**

SRE is taught in line with the school's Single Equalities Policy, providing equal opportunities for all children regardless of their gender, race, culture or ability.

In the teaching of RSE, as with all classroom practice, our school takes into account the needs of our whole school community; pupils' ability, age, readiness, cultural backgrounds, religious beliefs, family situations and Special Educational Needs.

We recognise the right for all pupils to have access to factually correct, age appropriate and relevant RSE and staff will identify pupils with additional needs (SEND, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the Relationships and Sex Education programme.

We promote diversity and inclusion and consider all pupils' needs by using a variety of materials to ensure that all parts of our school community are recognised and reflected. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

We aim for pupils to better understand their own bodies, instincts and feelings and therefore giving them a positive sense of personal identity, value and esteem.

Where single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics, pupils identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

The SRE programme will provide equal access for boys and girls.

## **Professional Development of Staff:**

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

## **Monitoring and Evaluation:**

The teaching of RSE is monitored in line with the Learning Outcomes provided by Ofsted, a copy of which is attached to this policy as Appendix

A. It is also monitored in line with advice from the Department of Education which suggests that for the teaching of RSE to be effective that:

- ☐ Teachers should have a broad and detailed understanding of the aspects of Relationships and Sex Education that they teach;
- ☐ There should be a clear focus for lesson planning;
- ☐ Expectations of the pupils should be appropriate to their different levels of maturity and understanding;
- ☐ A climate should be created which encourages pupils to express their views and feelings and to respect the views of others, with clearly established boundaries for both courtesy and confidentiality;
- ☐ There should be good teaching methods, a good use of resources and good opportunities for pupils to reflect on and assimilate their learning;
- ☐ There should be assessments of the pupils' knowledge and understanding and, in the best practice, of the development of their values, attitudes and personal skills.

Monitoring and evaluation are the responsibility of the Head Teacher in consultation with the PSHE/RSE subject leader.

The school will assess the effectiveness of the aims, content and methods of promoting pupils' relationships and sex learning by lesson observation, sampling teachers' planning and feedback from teachers, children and parents.

### **Links with Other Policies:**

This policy is linked with other school policies including:

- ☐ PSHE
- ☐ Science
- ☐ RE
- ☐ Child Protection
- ☐ Confidentiality
- ☐ Single Equalities
- ☐ Behaviour
- ☐ Anti-Bullying

### **Period of Review:**

This policy will be reviewed every 2 years.

## **Appendix A:**

### **Learning Outcomes (taken from Ofsted Guidance)**

#### **a) Key Stage 1**

By the end of Key Stage 1 it is intended that pupils will be able to:

- ☐ Recognise and compare the main external parts of the bodies of humans\*;
- ☐ Recognise similarities and differences between themselves and others and treat others with sensitivity\*;
- ☐ Identify and share their feelings with others;
- ☐ Recognise safe and unsafe situations;
- ☐ Identify and be able to talk with someone they trust;
- ☐ Be aware that their feelings and actions have an impact on others;
- ☐ Make a friend, talk with them and share feelings;
- ☐ Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils should also know and understand:

- ☐ That animals, including humans, grow and reproduce\*;
- ☐ That humans and animals can produce offspring and these grow into adults\*;
- ☐ The basic rules for keeping themselves safe and healthy;
- ☐ About safe places to play and safe people to be with;
- ☐ The needs of babies and young people;
- ☐ Ways in which they are like and different from others;
- ☐ That they have some control over their actions and bodies;
- ☐ The names of the main external parts of the body including agreed names for sexual parts;
- ☐ Why families are special for caring and sharing.

Pupils will also have considered:

- ☐ Why families are special;
- ☐ The similarities and differences between people;
- ☐ How their feelings and actions have an impact on other people.

#### **b) Key Stage 2**

By the end of Key Stage 2, pupils will be able to:

- ☐ Express opinions, for example, about relationships and bullying;
- ☐ Listen to, and support others;
- ☐ Respect other people's viewpoints and beliefs;
- ☐ Recognise their changing emotions with friends and family and be

- able to express their feelings positively;
- ☐ Identify adults they can trust and who they can ask for help;
- ☐ Be self-confident in a wide range of new situations, such as seeking new friends;
- ☐ Form opinions that they can articulate to a variety of audiences;
- ☐ Recognise their own worth and identify positive things about themselves;
- ☐ Balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- ☐ See things from other people's viewpoints, for example their parents and their carers;
- ☐ Discuss moral questions;
- ☐ Listen to, support their friends and manage friendship problems;
- ☐ Recognise and challenge stereotypes, for example in relation to gender;
- ☐ Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will also know and understand:

- ☐ That the life processes common to humans and other animals include growth and reproduction\*;
- ☐ About the main stages of the human life cycle\*;
- ☐ That safe routines can stop the spread of viruses including HIV;
- ☐ About the physical changes that take place at puberty, why they happen and how to manage them;
- ☐ The many relationships in which they are involved;
- ☐ Where individual families and groups can find help;
- ☐ How the media impact on forming attitudes;
- ☐ About keeping themselves safe when involved with risk activities;
- ☐ That their actions have consequences and be able to anticipate the results of them;
- ☐ About different forms of bullying people and the feelings of both bullies and victims;
- ☐ Why being different can provoke bullying and know why this is unacceptable;
- ☐ About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will also have considered:

- ☐ The diversity of lifestyles;
- ☐ Others' points of view, including their parents' or carers;
- ☐ When it is appropriate to take a risk and when to say no and seek help;
- ☐ The diversity of values and customs in the school and in the community;

- ☐ The need for trust and love in established relationships.

\*Those items marked with an asterisk are part of the National Curriculum science requirements.

## Document History

Version	Date	Comments
Issue 1	March 2014	Drafted by Policies subcommittee in line with Ofsted and D.of E. guidance following consultation with the school SLT.
Issue 2	February 2016	Reviewed and adapted to reflect changes to the curriculum and current teaching practice.
Issue 3	June 2020	Revised in line with the new RSE curriculum and guidance.