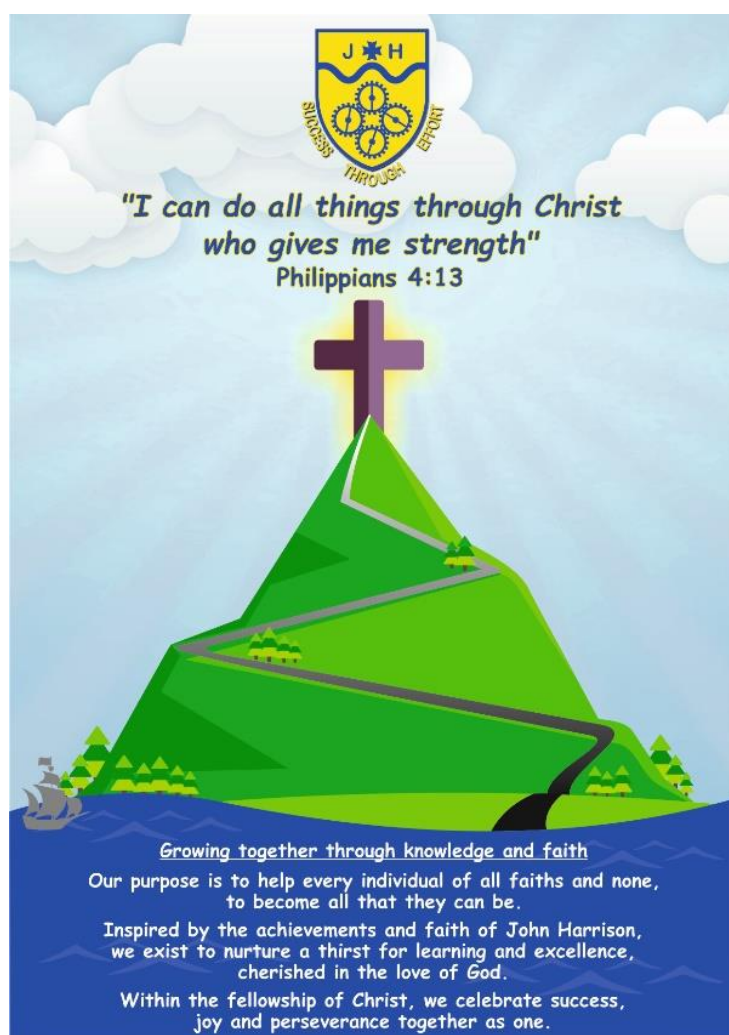


John Harrison CE Primary School

Relationships and Sex Education (RSE) Policy



Date reviewed: Spring 2024

Date of next review: Spring 2025

Amendments: addition of EYFS statements

Hope

Respect

Perseverance

Friendship

Compassion

Peace

Forgiveness

Relationships and Sex Education (RSE) Policy

At John Harrison CE Primary School, we believe that effective Relationship and Sex Education (RSE) is essential for our pupils, as they grow, to be able to make responsible and well informed decisions about their lives.

Relationships and Sex Education will reflect the values and vision of our Church school. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (1 Peter 2:17).

For more information about the delivery of RSE, please contact the RSE curriculum leaders

Mrs Curtis and Mrs Dobbing

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions. This should take place with consideration of the qualities of relationships within families.

The Sex and Relationship Education objectives are:

- 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 help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) 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 respect and care for their bodies;
- To be prepared for puberty and adulthood.

The definition of Relationships and Sex Education: 'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Current RSE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented. It is good practice for academies, free schools, colleges and independent schools to have a policy on RSE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and RSE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124). The sex education contained in National Curriculum science (Key Stages 1-4) is compulsory in maintained schools. Parents do not have the right to withdraw their child/children from statutory coverage.

The National Curriculum Science Curriculum coverage is as follows:

Year 1 • 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 • Explore and compare the differences between things that are living, dead, and things that have never been alive; • Notice that animals, including humans, have offspring which grow into adults;

Year 5 • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals; • Describe the changes as humans develop to old age

Year 6 • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) require that state-funded schools ensure that within Relationships and Sex Education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs.

RSE and statutory duties in school

From September 2020, Relationships and Health Education for primary pupils became compulsory. (Relationships Education, Relationships and Sex Education – RSE - and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers - DfE 2019).

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and unhealthy relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education 2022) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools, is thought to be key risk times for FGM.

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. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE 2014b).

As a Church of England school, we are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: "*I came that they might have life, and have it abundantly.*" The Church of England Education Office has published Valuing all

God's Children, which provided us with guidance in challenging LGBT bullying and how to "offer a safe and welcoming place for all God's children".

What specific Relationships and Sex Education learning intentions are taught at John Harrison CE Primary School?

RSE will be taught by class teachers using a range of resources such as Kapow. Some sessions may be delivered by external agencies, with teachers supporting, such as the School Nursing Team or With Me in Mind.

RSE sessions will be taught to classes through PSHE lessons. Additional sessions may also be led by other members of staff, or through whole school or Key Stage assemblies. To ensure progression and a spiral curriculum, we use Kapow as our chosen teaching and learning programme. The Kapow Programme is aligned to the PSHE Association Programmes of Study for PSHE and covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. This ensures we are always using the most up-to-date teaching materials.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	People who are special to me (Building Relationships)	What is a family	Families are all different	Healthy families	Respect and manner Change and loss	Marriage Family life	Change and loss
Caring friendships	My family and friends (Building Relationships)	What are friendships	Unhappy Friendships	Friendships Learning who to trust	Healthy friendships	Friendship skills	Resolving conflict
Respectful Relationships	What makes us unique (Building Relationships)	Friendship problems	Manners and courtesy Gender stereotypes	Conflict vs bullying Respecting difference in others Stereotyping gender	Respect and manner Healthy friendships Bullying Stereotypes: disability	Respecting myself Bullying Stereotypes: race and religion	Respectful relationships challenging stereotypes Social media
Online relationships			Communicating online	Cyberbullying	Share away	Online friendships Staying safe online	Social media
Being safe	Looking after ourselves (Managing Self)	Friendship problems Adults in school Adults outside school Appropriate contact	Unhappy friendships Communicating online Secrets and surprises Appropriate contact: My private parts are private	Healthy families Conflicts vs bullying	Healthy relationships Bullying Change and loss Emotions Share aware Privacy and security Introduction to puberty	Staying safe online Puberty menstruation	Change and loss The impact of technology on health Physical health concerns Alcohol Physical and emotional

							changes of puberty *
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This is the long-term plan demonstrating which lessons give coverage of statutory Relationships and Sex Education (RSE) as published by the Department for Education.

Withdrawal from RSE lessons

From September 2020, when Relationship and Health Education became a compulsory part of the primary curriculum, parents/carers may only withdraw their children from the parts of the RSE curriculum which are included in the statutory National Curriculum for Science. This means that a child may be withdrawn from the RSE, human reproduction (conception) lesson only, as they will have the opportunity to learn about reproduction within their science lessons.

*The Kapow Primary scheme of work includes two Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: Safety and the changing body: Lesson 5: Conception and Lesson 6: Pregnancy and birth

Those parents/carers wishing to exercise this right are invited in to see the class teacher, Head teacher and/or RSE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The Head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in our schools other than as part of the science curriculum. Parents are asked to contact the school in writing to confirm their intention to withdraw. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education which includes teaching children about changes to their bodies, menstruation and puberty. Relationships and Sex Education topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Working with Parents and Carers

The government guidance on RSE (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. At John Harrison CE Primary School, we wish to build a positive and supporting relationship with our parents through mutual understanding, trust and cooperation. Our school believes that it is important to have the

support of parents, carers and the wider community for our delivery of the RSE programme. Parents and carers are given the opportunity to find out about this,

- * Discussion

- * Information leaflets

- * Policy consultation

We aim to respond sensitively to any comments or questions should they arise.

Links to other policies and curriculum areas

We recognise the clear link between the RSE programme and the following policies. Staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- PSHE Policy
- Equal and Diversity Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy

Monitoring, evaluating and training

Monitoring is the responsibility of the Head teacher, RSE leads and the Governing Body. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, questionnaires to teachers and children and feedback from parents. Pupils are given the chance to reflect on the RSE programme of work through pupil voice and use of "Ask it baskets". The School Council meet regularly to evaluate all aspects of school life. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Parents will be notified of any change to the policy. All staff benefit from up-to-date resources available from Kapow and external CPD order to enhance their RSE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school offices on request from parents/carers.

Confidentiality and Child Protection Issues

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Senior Lead for Child Protection who takes action as laid down in the

Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by a trusted adult in school throughout the process.