



*We Inspire to Aspire*

# **Relationships and Sex Education Policy**

Reviewed: September 2020

Next Review: September 2021

## **Relationship and Sex Education Policy**

### **Context/Introduction**

All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define relationship and sex education;
- Set out the subject content, how it is taught and who is responsible for teaching it;
- Describe how the subject is monitored and evaluated;
- Include information to clarify why parents do not have a right to withdraw their child (relationship education) and include information about a parent's right to request that their child be excused (sex education);
- Confirm the date by which the policy will be reviewed.

*Relationships Education, relationships and sex education and health education (2019)*

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 and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### **Moral and Values Framework**

Relationship and sex education will reflect the values of the PSHE programme. 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.

## **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 about their health related behaviour.

The objectives of Relationship and Sex Education are that we teach children about:

- the fundamental building blocks and characteristics of positive relationships;
- what a relationship is, what friendship is, what family means and who the people are who can support them;
- respect for others;
- the features of healthy friendships, family relationships and other relationships;
- the principles of positive relationships which also apply online;
- the importance of self-respect and self-worth;
- the knowledge they need to recognise and to report abuse.

More detailed information about what is taught and in which year group can be found in Appendix A.

## **The organisation of Relationship and Sex Education**

Mrs C Dawes is the designated teacher with responsibility for coordinating Relationship and Sex education.

While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are changing and developing. In PSHE, we teach children about relationships, and we encourage children to discuss issues.

Relationship and sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors. A range of teaching methods are used to teach Relationship and Sex education. These include the use of video, discussion, looking at case studies, drama and role-play.

Relationship and Sex education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Relationship and Sex education is monitored and evaluated by Mrs C Dawes as part of the school's development plan. As a result of this process, changes will be made to the Relationship and Sex education programmes as appropriate.

### **Parental consultation**

The academy includes information on Relationship and Sex education on termly curriculum maps and full details are available on request. The school informs parents when aspects of the Relationship and Sex education programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE beyond the national curriculum for science. Before granting any such request, it would be good practice for the Head Teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

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.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead in line with the procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs, including speaking to parents. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information

### **Children with special needs**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationship and Sex education.

### **Equality**

Rivers Primary Academy is required to comply with relevant requirements of the Equality Act 2010 and will not unlawfully discriminate against pupils because of their (or a member of their family's) age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Each teacher will consider the makeup of their own class and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

Rivers Primary Academy encourages and fosters healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. Staff actively challenge everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

This policy should be read alongside *Sexual Violence and Sexual Harassment Policy*.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the Head Teacher, and the teacher with responsibility for relationship and sex education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is placed on the academy's website following approval by the LAB. The policy will be reviewed annually.

This policy should be read alongside:

- PSHE policy
- Science Policy
- Behaviour Policy
- Child Protection and Safeguarding policy
- Anti-bullying policy
- Sexual violence and sexual harassment policy

## Appendix A: RSE Content

RSE is taught in Spring Term for all year groups

<b>Year 1</b>	<p><b>Feelings and Emotions:</b></p> <ul style="list-style-type: none"><li>- For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.</li></ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"><li>- To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li><li>- To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.</li></ul> <p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"><li>- For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li><li>- To identify and respect the differences and similarities between people.</li></ul>
<b>Year 2</b>	<p><b>Feelings and Emotions:</b></p> <ul style="list-style-type: none"><li>- For pupils to recognise that their behaviour can affect other people.</li><li>- For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong.</li><li>- To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</li><li>- To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li></ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"><li>- To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li><li>- To learn to offer constructive support and feedback to others.</li><li>- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li><li>- To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help.</li></ul> <p><b>Valuing Differences:</b></p>

	<ul style="list-style-type: none"> <li>- For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>- To identify and respect the differences and similarities between people.</li> </ul>
<b>Year 3</b>	<p><b>Feelings and Emotions:</b></p> <ul style="list-style-type: none"> <li>- To be able to recognise and respond appropriately to a wider range of feelings in others.</li> </ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"> <li>- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>- To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>- To learn that their actions affect themselves and others.</li> <li>- To work collaboratively towards shared goals.</li> </ul> <p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</li> <li>- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</li> </ul>
<b>Year 4</b>	<p><b>Feelings and Emotions:</b></p> <ul style="list-style-type: none"> <li>- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> <li>- To learn to recognise and manage 'dares'.</li> </ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"> <li>- To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> </ul> <p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</li> </ul>
<b>Year 5</b>	<p><b>Feelings and Emotions:</b></p> <ul style="list-style-type: none"> <li>- To be able to recognise and respond appropriately to a wider range of feelings in others.</li> </ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"> <li>- To learn that their actions affect themselves and others.</li> <li>- To work collaboratively towards shared goals.</li> <li>- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> </ul> <p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>- To be able to listen and respond respectfully to a wide range</li> </ul>

	<p>of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</p>
<p><b>Year 6</b></p>	<p><b>Feelings and Emotions:</b></p> <ul style="list-style-type: none"> <li>- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> </ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"> <li>- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>- To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>- To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>- To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</li> <li>- To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</li> <li>- To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</li> <li>- To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>- To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</li> </ul> <p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</li> <li>- To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</li> <li>- To recognise and challenge stereotypes.</li> <li>- To understand the difference between, and the terms associated with sex, gender identity and sexual orientation.</li> <li>- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicebased language, 'trolling', how to respond and ask for help).</li> <li>- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</li> </ul>

Our full PSHE overview for each year group is available on our website.