



**Meadow Park**

Patience, Guidance and Determination

# **Relationship and Sex Education Policy: Primary**

**Date: November 2020**

**Review date: Autumn 2021**

## Introduction

The law (Education Act 1996) states that 'All schools must provide an up to date policy that describes the content and organisation of the SRE provided outside the National Curriculum.' Our school takes this responsibility to provide relevant, effective and responsible RSE to all of our students as part of the school's Personal Development Programme (which incorporates PD, PSHE, RSE, SMSC, Character Education and Cultural Capital) very seriously. The school wants parents/carers and students to feel assured that relationships and sex education will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the relationships and sex education provision.

**It is 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 is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.**

Sex and Relationship Education Guidance, DfEE (now Department for Education / DfE) 2000

The law (Learning and Skills Act, 2000) states that, 'Pupils should learn about the nature and importance of marriage for family life and the bringing up of children'. In 2000, the DfE Sex and Relationship Education Guidance added 'and stable relationships'. Leaving aside political and faith-based agendas, the key point here is that the guidance recognises the importance of stable relationships.

In June 2019 The Department for Education published statutory guidance for Health Education, Relationships Education and RSE. It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

Key aspects of RSE are:

- **Physical development** – How our reproductive systems work.
- **Emotional development** – Our feelings and how they might change as we grow older; we consider how to manage feelings including resilience.

- **Social aspects** – The positive and negative influences from friends including how to work positively with others.
- **Healthy relationships** – The different types of relationships we experience, such as those with parents / carers, siblings, friends and – as we get older – with partners; we consider healthy and unhealthy relationships.

Some aspects of RSE are taught in science, and others are taught as part of Personal, Social, Health and Economic Education (PSHE) and Personal Development (PD) programmes.

**RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.**

Sex and relationships education (SRE) for the 21st century: Supplementary advice

High quality RSE helps create a safe school community in which our students can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- Students have a right to good quality education. (As set out in the United Nations Convention on the Rights of the Child).
- Students want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that RSE was 'too little, too late and too biological'. (Ofsted reinforced this in their 2013 Not Yet Good Enough report).
- RSE plays a vital part in meeting our safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables Students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote students' wellbeing and under the Education Act (1996) to prepare students for the challenges, opportunities and responsibilities of adult life.
- A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all students to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010),

highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

The National Curriculum RSE plays an important part in fulfilling the statutory duties the schools have to meet.

**Every state-funded school must offer a curriculum which is balanced and broadly based and which:**

- **Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.**
- **Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

Section 2.1, National Curriculum in England (DfE, 2013)

As a maintained PRU with primary provision we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. 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. 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 Meadow Park School we teach RSE as set out in this policy.

### **School aims**

Meadow Park School's overall aims of RSE are to teach and develop the following three main elements:

#### **Attitudes and values:**

- To learn the importance of values and individual conscience and moral considerations.
- To learn the value of family life and stable and loving relationships for the nurture of children.
- To learn the value of respect, love and care.
- To explore, consider and understand moral dilemmas.
- To develop critical thinking as part of decision-making.
- To develop resilience and positive attitudes.

### **Personal and social skills:**

- To learn to manage emotions and relationships confidently and sensitively.
- To develop self-respect and empathy for others.
- To learn to make choices based on an understanding of difference and with an absence of prejudice.
- To develop an appreciation of the consequences of choices made.
- To manage conflict and challenges appropriately.
- To learn how to identify, recognise and avoid exploitation and abuse.

### **Knowledge and understanding:**

- To learn and understand physical development at appropriate stages.
- To understand some aspects of human sexuality, reproduction, emotions and relationships.

### **In addition to this, we also aim to:**

- Raise student's self-esteem and confidence.
- Develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- Teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.
- Support students in developing the skills needed to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies.
- Provide students with the right tools to enable them to seek information or support, should they need it.
- Teach students about consent and their right to say no, in an age appropriate manner.
- Teach lessons that are sensitive to a range of views, values and beliefs.

- Ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **The school's RSE programme will:**

- Be a predominant focus within the Personal Development Programme throughout school.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people, including those with additional learning and language needs.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Recognise that family is a broad concept; not just one model such as that of a nuclear family.
- Encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity.
- Ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- Recognise that parents/carers are the key people in teaching their children about relationships, sex, growing up.
- Work in partnership with parents/carers and students, consulting them about the content of RSE learning.

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

### **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff and have taken into account our students' age, needs and feelings. If students 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.

## **Delivery**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and may arise within other lessons. Students will access at least 2 PSHE lessons per week. 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).

For more information about our RSE curriculum, see Appendices 1 and 2.

## **Key rights and responsibilities for Relationships and Sex Education**

The policy applies to:

- All school staff.
- Students.
- Parents/carers.
- The governing body.

<b>Responsibilities</b>	<b>Who</b>
<ul style="list-style-type: none"> <li>• Co-ordinating RSE provision, ensuring a spiral curriculum, policy development and review, including consultation.</li> <li>• Accessing and co-ordinating training and support for staff.</li> <li>• Establishing and maintaining links with external agencies/other health professionals.</li> <li>• Establishing and maintaining links with parents/carers.</li> </ul>	L Riley (Headteacher). P Devlin (Head of Alternative School) A Hudson (PD Lead).
<ul style="list-style-type: none"> <li>• Governor responsible for RSE.</li> </ul>	
<ul style="list-style-type: none"> <li>• Implementation of the policy; monitoring and assessing its effectiveness in practice.</li> </ul>	All Staff.
<ul style="list-style-type: none"> <li>• Managing child protection/safe guarding issues.</li> </ul>	Designated Safeguarding Leads.

All staff will:

- Ensure that they are up to date with this RSE policy and curriculum requirements regarding relationships and sex education.



- Report back to the Personal Development Lead on any areas that they feel are not covered or inadequately provided for in the school's RSE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage students to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all students in their class, across the whole range of abilities, faiths, beliefs and cultures, including those students with special educational needs, asking for support in this should they need it.

Staff do not have the right to opt out of teaching RSE however it is important that they feel comfortable to take RSE classes. We will make available regular professional development training in how to deliver relationships and sex education. The continuing professional development (CPD) needs of staff, including non-teaching staff, are identified and met through the following ways:

- Training and support is organised by SLT and the PD Lead.
- Staff will be offered generic RSE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RSE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.
- Support and resources from the School Nurse will be requested if needed.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Lead members of staff responsible for Personal Development (which includes PD, PSHE, RSE, SMSC, Character Education and Cultural Capital) will:

- Develop this school policy and ensure it is reviewed annually.
- Ensure all members of the governing body will be offered appropriate RSE training.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with resources, local support, policy changes, and are familiar with school policy and guidance relating to RSE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to students.
- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all students are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the RSE curriculum.
- Ensure that staff's personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- Ensure that provision of RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.

All students:

- Are expected to attend the statutory National Curriculum Science elements of the RSE curriculum.

- Should support one another with issues that arise through RSE.
- Will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class.
- Will be encouraged and supported to feel as comfortable as possible if they want to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.
- Will be asked for feedback on the school's RSE provision. Opinions on provision and comments will be reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's students.

**The law states that, 'children and young people have the right to be heard and express their opinions.'**

Human Rights Act 1998

Asking students for their views on RSE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children it is aimed at. Findings from consulting students are also a powerful tool for communicating the needs of children to parents/carers, school staff and governors.

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

For parents/carers the school will:

- Keep parents/carers informed about all aspects of the RSE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy.
- Provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact SLT or the PD Lead.

- Expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development.
- Encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.
- Encourage parents/carers to seek additional support in this from the school where they feel it is needed.

### **Inclusion, equality and diversity**

All students, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes will be sensitive to and considerate of:

- Religious and cultural diversity.
- Differing needs of boys and girls.
- Diverse sexuality of children and young people.
- Homophobic/transphobic bullying and behaviour.
- Children's age and physical and emotional maturity.
- Students who are new to English.

To encourage students to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every student to feel valued and included in the classroom.

RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. Our policy values the different backgrounds of all students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

RSE should help all students to understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our students, taking specialist advice where necessary. Staff will differentiate lessons to ensure that the vast majority of children can access the information; we recognise that some

aspects of RSE will not be accessible for individuals with very significant learning needs.

### **Safeguarding and child protection:**

RSE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it.

Children have the right to:

- Say no.
- Respect their own body.
- Speak out and know that someone can help.

If the school has any reason to believe a student is at risk, and/or there are any disclosures of abuse, all staff are aware of safeguarding procedures which will be immediately followed.

Our use of the correct anatomical terms for body parts helps to ensure that students are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

### **Confidentiality and informing parents/carers**

School staff cannot promise absolute confidentiality if approached by a student for help and this will be made clear. Child protection procedures will be followed when there are any disclosures about abuse. It is very rare for a student to request absolute confidentiality and, if they do, staff will make careful judgement about whether a third party needs to be informed. This should be based on:

- The seriousness of the situation and the degree of harm the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Unless clearly inappropriate, students should be encouraged to talk to their parent/carer.

## Concerns and withdrawal of students

**Parents have a right to withdraw their children from any SRE that is provided outside the Statutory Science but schools must inform them of the effect such a decision might have on the child.**

Education Act 1996 and Learning and Skills Act 2000

RSE is a vital part of the school curriculum and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

We will work in active partnership with parents and carers, value their views and keep them informed about our provision. Should they have any concerns we will take time to address them.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher and PD Lead will meet with any parent/carer to discuss the request and take appropriate action including arranging alternative work.

## Appendix 1: Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Recognising privacy.</li> <li>• Staying safe.</li> <li>• Seeking permission.</li> </ul>
Year 2	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Growing older.</li> <li>• Naming body parts.</li> </ul>
		Safe Relationships: <ul style="list-style-type: none"> <li>• Managing secrets.</li> <li>• Resisting pressure and getting help.</li> <li>• Recognising hurtful behaviour.</li> </ul>
Year 3	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Personal boundaries.</li> <li>• Safely responding to others.</li> <li>• The impact of hurtful behaviour.</li> </ul>
Year 4	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty.</li> <li>• External genitalia.</li> <li>• Personal hygiene routines.</li> <li>• Support with puberty.</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Responding to hurtful behaviour.</li> <li>• Managing confidentiality.</li> <li>• Recognising risks online.</li> </ul>
Year 5	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Personal identity.</li> <li>• Recognising individuality and different qualities.</li> </ul>
	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Physical contact and feeling safe.</li> </ul>
Year 6	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Human reproduction and birth.</li> </ul>
	Spring	Families and friendships: <ul style="list-style-type: none"> <li>• Attraction to others.</li> <li>• Romantic relationships.</li> <li>• Civil partnership and marriage.</li> </ul>
		Safe Relationships: <ul style="list-style-type: none"> <li>• Recognising and managing pressure.</li> <li>• Consent in different situations.</li> </ul>



## Appendix 2: By the end of primary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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>• 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>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• 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>• How information and data is shared and used online</li> </ul>

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

