

RELATIONSHIPS AND SEX EDUCATION POLICY



Wednesday 1st April

Dear Parents and Carers,

The Department for Education has announced changes to relationships and sex education (RSE). These changes will come into effect from September 2020 and all schools will be required to comply with the updated requirements.

This means that we'll be reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their age, maturity, religious and cultural backgrounds and individual needs.

As a first school, we are expected to deliver Relationships and Health Education; we are not required to teach sex education.

To help you understand the curriculum requirements, please take a look at the enclosed summary of what all pupils are expected to know by the end of primary school. As a first school, content will be suitably adapted for our pupils.

After reading through the attached information and proposed policy updates, please consider the following:-

- What are your thoughts on the curriculum requirements for RSE and personal, social, health and economic (PSHE) education?
- Do you think this curriculum meets your child's needs?
- As a school, what do we do well? What could we do better?
- Is there anything we're not covering that you think we need to address?
- Is there something we could cover more/less?
- What do you think about the way we currently deliver RSE to pupils?
- As a parent, do you feel like you need more information or guidance on specific topics?

We are also getting feedback from staff and governors. The children have been spoken to as part of our review of the curriculum regarding our Personal, Social, Health and Economic lessons (PSHE), No Outsiders, Science curriculum and Digital Literacy sessions which all link to the RSE (see below).

Once we have considered all the feedback, we will refine the attached policy before publishing it on our website. Please provide any feedback via admin@archibald.newcastle.sch.uk by 1st May 2020.

Thank you for your time.

Yours sincerely,

Mrs. R. Turner

RELATIONSHIPS AND SEX EDUCATION POLICY

RSE expectations: Primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- 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
- That other people's 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
- 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
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- 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
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

RELATIONSHIPS AND SEX EDUCATION POLICY

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)



RELATIONSHIPS AND SEX EDUCATION POLICY

Archibald First School

At Archibald First, we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.

We believe that effective, age appropriate, Relationship and Sex Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well-informed positive decisions about their lives. RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.

We aim to help children to explore attitudes and values and to develop confidence in talking, listening and thinking about Relationship and Sex Education. As there are many sensitive issues surrounding the teaching of Sex and Relationship education, we will always endeavour to deal with these issues sensitively and honestly.

The RSE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils to develop skills and to make the most of their abilities;
- To develop pupils' understanding of the importance of a healthier safer lifestyle;
- To provide a description of how RSE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies
and
- To help pupils, parents and carers learn **how** to gain access to information and support.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Statutory Requirements

As a first school, 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.

RELATIONSHIPS AND SEX EDUCATION POLICY

Delivery of Relationship and Sex Education

During the first school years, we primarily present RSE as part of the Personal, Social, Health and Economic Education (PSHE) element of the curriculum. Elements will also be covered through Science, Religious Education and Digital Literacy sessions. This enables us to present RSE as part of a child's full and rounded development. Within Early Years, RSE would feature within Personal, Social and Emotional Development.

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 (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).

Explicit Sex Education, where puberty and sexual issues are taught, will begin in the middle school system.

Prejudiced views will be challenged in order to encourage tolerance. Any bullying arising from prejudice will be dealt with as a serious matter.

We teach the following as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage.

The National Curriculum Science Curriculum coverage is as follows:

Key Stage 1 (Years 1 and 2)

- that animals including humans, move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of animals, including humans.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others.
- treat others with sensitivity.

Lower Key Stage 2 (Years 3 and 4)

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

RELATIONSHIPS AND SEX EDUCATION POLICY

Equal Opportunities

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs or disadvantage. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age, maturity and physical development. Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of RSE.

Vocabulary

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Roles

The headteacher

It is the responsibility of the head teacher and Governors to ensure that both staff and parents are informed about our statutory policies, and that the policy is implemented effectively.

The headteacher is the designated teacher with responsibility for coordinating relationship and sex education. The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

All staff deliver the RSE curriculum at Archibald. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Parents and pupils should feel assured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship education within the PSHE framework.

RELATIONSHIPS AND SEX EDUCATION POLICY

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Children will develop understanding, tolerance, respect and acceptance as a global citizen.

Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we;

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- Take seriously any issue that parents raise with teachers or governors about this policy or arrangements for sex education in the school
- We believe that through the exchange of knowledge and information children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or any statutory part of the curriculum.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE only. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the Local Health Authority, such as the school nurse, other health professionals, parents/carers and members of voluntary organisations, give us valuable support with our education programme.

'Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.' Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to school will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinators will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

RELATIONSHIPS AND SEX EDUCATION POLICY

Safeguarding/Confidentiality

If a child raises an issue of a sensitive nature, their comments will be dealt with individually and sensitively, following the guidelines set out in the Confidentiality policy.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. Procedures from the Safeguarding and Child Protection Policy would be adhered to.

Policy Development

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involve the following steps:

1. Review – a member of staff pulling together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to make comments and ask questions about the policy.
4. Pupil consultation – we ask children throughout the year their thoughts on the different aspects of the curriculum. Subject leaders maintain a record of this.
5. Ratification – once amendments are made, the policy will be shared with governors and ratified

Monitoring and review

The Relationship and Sex Education Policy will be formally reviewed by the Teaching and Learning Committee every 3 years.

The Teaching and Learning committee give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

Date of last review: Summer 2020

Date of next review: Summer 2023

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Confidentiality Policy
- PSHE Policy
- Science Policy
- Religious Education Policy