



## 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.

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### 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.

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### 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.

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### 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.

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### **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