

Policy for Relationship and Sex Education



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Agreed by: Governors and Staff and Parent Consultation

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Reviewed: Annually

Intent

Every child will access a full and diverse curriculum which challenges and develops them to grow academically, personally and socially.

As spiritual beacons and through our curriculum we are all:

- Readers
- Believers
- Communicators
- Explorers

Through SRE we interweave these drivers in as many ways as possible.

For example:

Reading we encourage children to read new vocabulary, read information and symbols to keep them safe and read ideas and views of others to understand a bigger picture

Believers all children should believe in themselves, they should have the confidence to go out into the community around them as well as the wider world. They should believe that they are all different but if they develop strong relationships, a sense of safety and understanding of being healthy they should be confident and positive about themselves.

Communicators children will explore how to communicate their emotions in a range of ways. They will be given support to help share their feelings, their concerns and their opinions in an appropriate way

Explorers children will explore themselves and others. They will have an understanding of what makes them unique, what makes them feel happy and safe and what might make them feel worried.

With our Christian values and No Outsiders work underpinning our teaching across school we will aim to deliver this RSE curriculum with sensitivity and understanding and ensuring all children feel valued. Through these drivers and the delivery of the RSE curriculum we want our children to have clear understanding of themselves and the world around them. All children should know what is healthy (in a range of contexts) and how to keep themselves safe.

Our children will be taught the statutory aims of the Relationships Education and we will teach Sex Education in line with what our school community needs. We have taken steps to ensure that lessons and topics are taught in an age appropriate manner.

Statutory Requirements

As a maintained primary 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](#).

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and intended scheme of works and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire on our curriculum
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. The policy was shared with governors and ratified

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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

The Scheme of Work that we use in school is available on the website and further information can be requested. An overview is set out below.

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

Our Sex Education focuses on

- Puberty and changes to our bodies as we grow up
- Reproduction and how babies are made
- How to feel safe in a relationship

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).

Implementation

Scheme of Work and Progression

Having reviewed the guidance and feedback from stakeholders the scheme of work provided by Heart Smart is being used to provide our RE curriculum. It shows clear progression and key elements are revisited throughout school building on prior understanding. We use, with some adaptations, The Christopher Winters Project to supplement the Sex Education part of our curriculum as it clearly and sensitively sets out the areas that we wish our children to know.

Planning

Planning will follow the planning guidelines in the schemes of work that we use. These may be adapted to suit learners in the classroom and their needs. Through the teaching of RSE, there will always be questions and issues that children will raise that may not be on our curriculum. Teachers will always deal with these with sensitivity and when appropriate discuss with either the full class or the individuals themselves.

Teaching and Learning

RSE will be taught approximately once per week and where possible will make links with our Christian Values and our No Outsiders. Throughout RSE lessons, we expect teachers and children to behave in a sensitive and understanding manner. We will endeavour to instil confidence in our children to feel safe to ask questions and share their feelings. Non statutory elements of the curriculum will usually be delivered in the Summer Term and all parents will be informed prior to these lessons. If the need should arise these lessons may be taught earlier in the academic year.

Inclusivity

All our children will be involved in SRE lessons (unless parents remove children from the SE elements of the curriculum). Lessons will be adapted to suit the age of learners and any needs within the class. The curriculum will be 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).

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 components of sex education within RSE.

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.

Resources

Resources will be used in line with the schemes of work and will be monitored by the subject leader.

Role of the Subject Leader

Alongside the headteacher, the subject leader is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE .

The Subject Leader will also monitor that:

- Staff are delivering RSE in a sensitive way (learning walks, book scrutiny)
- Positive attitudes to RSE are modelled
- Progress
- Needs of individual pupils are met
- Appropriate response is given to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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/subject leader.

Staff are trained on the delivery of RSE; it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals may be invited in, to provide support and training to staff teaching RSE.

Impact

Assessment

Assessment will correspond with the scheme of work in place. No formal testing will take place but evidence will be gathered through teacher assessments carried out in a variety of ways: discussion, written work

Evidence of Work

A big book will be used to evidence work. A selection of discussions, questions, images will be used to present learning. There should be clear links to the schemes of work, progression of learning across classes and responses from all pupils within the book.

Impact on pupils

We will monitor the impact of the curriculum using pupil voice. The children should have a clear understanding of themselves, what keeps them healthy and keeps them safe. We want our children to be well prepared for their next steps in life.