



Excalibur Academies Trust

Primary Academy Relationships and Sex Education Policy

Document Change Record

Date	Change description	Who
April 2010	Rewritten and accepted by S+C committee at Easton Royal	Headteacher and Fiona Kellow (link governor)
Summer 2010	Adopted by Easton Royal FGB Summer 2010	
May 2011	Minor amendments to reflect new practice. Circulation for FGB adoption.	Headteacher and Fiona Kellow (link governor)
Feb 2014	Discussion between NC and APP following recent PSHE training attended. Agreed to rename policy 'Relationships and Sex Education' to reflect focus. Agreed to amend it in reference to being used by all Excalibur Primaries. Reviewed online by Governors at ERA LGB and BPS LGB	Nicola Coupe (Executive Principal) and Ann Parry (link Governor for PSHE)
February 2014	Input sought from Primary parents and staff in both academies and made final adjustments	Nicola Coupe
June 2014	ERA & BPS LGBs delegated policy to Principals	
February 2017	Policy reviewed and offered for consultation with parents and governors	EAT Principals
April 2017	Approved	Dr Hazlewood

Status - Statutory

Delegated to Principal

Review – every 3 years

Reviewed Spring 2017

Next review Spring 2020

Introduction

This policy provides information on how we plan and implement Relationship and Sex Education (RSE) as part of the Personal, Social and Health Education and Citizenship Framework (PSHE+C). It defines what RSE is and how we teach it at our primary academies. It has been created through discussion with staff, governors and parents.

All members of the school community are treated with the respect and sensitivity implicit within the practice of a code of equal opportunities and inclusion. Equality of treatment and opportunity operates regardless of background, ability, gender, religion, disability or ethnicity. Every pupil has equal access to the national curriculum for PSHE, Citizenship and Science and so we tailor our learning experiences to meet the needs of all the pupils.

Church of England Schools within the Trust will be mindful of the Church of England views of sex, marriage and relationships. The children will be taught about the different views and regulations around marriage and relationships that are held by the state and different religions. However, as church schools, our children will also be made aware of the Church of England's view i.e. that marriage should be a bond between a man and a woman.

Aims of our RSE policy

- o To offer guidance and information on all areas of RSE in school for staff, parents/carers and governors.

 - o To provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future taking into account their physical, moral, cultural and mental development.

 - o To help and support pupils through their physical, emotional and moral development so that they learn to respect themselves and move with confidence from childhood, through adolescence and into adulthood.

 - o To create a climate where pupils and adults have the freedom to talk openly and honestly.

 - o To ensure there is a fair and equal balance in our teaching of RSE for both girls and boys and for pupils of wide educational needs.

 - o To ensure that RSE contributes to the foundation of PHSE+C by ensuring that all children:
 - Develop confidence in talking, listening and thinking about feelings and relationships
 - Are able to name parts of the body and describe how their bodies work
 - Can protect themselves and ask for help and support
 - Are prepared for puberty
- Understand what 'respecting their body' means and are aware of potential dangers of social media sites

Objectives

- To promote pupils' self-esteem and confidence
- To help them develop the ability to resist unwanted pressure and to understand that 'No' means 'No'
- To promote the skills needed to build positive personal relationships
- To explore and respect the views of others and understand that they may differ to their own and that it is ok if they do
- To give accurate information about puberty and reproduction particularly in the transition year before moving to secondary school
- To provide pupils with the opportunity to clarify some of their misconceptions/attitudes towards friendships, gender and sexuality

What is Relationship and Sex Education?

RSE is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

RSE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

RSE education has three main elements:

- **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, civil partnerships and other stable and loving relationships for the nurture of children, including for church schools, the Church of England view that marriage should be a bond between a man and a woman
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

- **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

- **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

DFE guidance remains as at 2000. Full document can be found at:

<https://www.gov.uk/government/publications/sex-and-relationship-education>

“Young people, when asked about their experiences of sex education at school, often complain about the focus on physical aspects of reproduction and the lack of any meaningful discussion about feelings, relationships and values. Sex and relationship education set within the framework for PHSE across the key stages will significantly redress that balance. It will help young people to respect themselves and others, and understand difference. Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. The government recognises that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances” Sex and Relationship Guidance DfEE 2000

Parents and pupils may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education within the PHSE+C framework. Teachers and those contributing to relationship and sex education work within the framework of this policy, in line with current legislation.

The National Healthy School Standard

As participants in this scheme which promotes health education we:

- Consult with parents on all matters of health education policy
 - Provide INSET opportunities to support teachers in the delivery of RSE where required
 - Listen to the views of the children in our school regarding sex education
- Support parents and carers in talking with their children by signposting to useful, age appropriate resources
- Look positively at any local initiatives that support us in providing the best relationship and sex education teaching programme that we can devise

Primary Academy RSE Programme

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in the PSHE+C curriculum, we also teach some aspects through other subject areas (for example, Science and PE). In this way the school can ensure that pupils receive their sex education in the wider context of relationships and are prepared for the way in which their own body will change and develop.

A) PSHE+C - The four themes in the PSHE+C framework are:

- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens
- Developing a healthy, safe lifestyle
- Developing good relationships and respecting differences between people

These are supported by **Social and Emotional Aspects of Learning (SEAL)** materials specifically in the following topics:

- Getting on and falling out (friendships and relationships)
- New beginnings (change)
- Say no to bullying and
- Good to be me (respecting oneself and communication)

RSE contributes to the foundation of PHSE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of their body and describe how their body works, how it changes over time and how to keep clean and healthy
- Are prepared for puberty
- Can protect themselves and ask for help and support
- Know the main differences between males and females, how babies are cared for and, in Years Five and/or Six, how babies are conceived

Children begin to learn about relationships and their feelings on entry to the school in Reception. Initially they learn about working and playing together, taking turns and what happens when they say or do something to someone else. Reception children also look at what their bodies can do, how to keep clean and healthy and who to ask for help.

The children build on these experiences and in Year One and Two they move on to look at the names of the main body parts, how their bodies have changed since they were babies, different types of emotions and keeping and making friends.

Children in KS2 study the main differences between males and females, caring for babies and keeping clean and healthy, whilst Year Five and Six children study how their bodies are developing, puberty and how babies are conceived (see below).

B) Science

The National Curriculum framework for Science that links to SRE teaching is as follows:

EYFS

Pupils find out and identify some features of living things.

Key Stage 1

Pupils learn:

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

Key Stage 2

Pupils learn:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle from birth to old age
- About the changes our bodies go through at puberty

In Years Five and Six we place particular emphasis on health education, as many children experience puberty at this age. We ensure that both boys and girls are taught about parts of the body and how these work. They learn how their bodies change during puberty, what menstruation is, how babies are made and how they are born. We always teach this with due regard for the stage of emotional development of the children and try our best to answer all questions with sensitivity and care and encourage children to ask for further help in understanding if they need it.

Dealing with questions

We believe that RSE should address the needs of both boys and girls in order to ensure that all pupils feel that sex education is relevant to them and that none are unable to ask questions about relationships or sex. Initially, use may be made of an 'anonymous' Question Box, if appropriate, so that children can ask questions they may be too embarrassed to ask personally.

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. If a question is too personal, the teacher will remind the pupil of the ground rules.

If a question is too explicit, feels too old for a pupil, or is inappropriate for a whole class, the teacher will acknowledge it and attend to it later on an individual basis. This will ensure that the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

Teachers will plan a variety of activities which will engage boys as well as girls. Single sex groups will be used as appropriate e.g. puberty and menstruation and where it is culturally acceptable.

All staff including support staff, nurses and teachers will follow the school's RSE policy when working with pupils.

Sexual Identity and Sexual Orientation

The Government is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

Partnership with Parents/ Carers

If wanted, teachers can liaise with the School Nurse.

Parents of Y5 and Y6 pupils will be informed about the timetabling of the RSE work so that they have an opportunity to discuss any concerns or questions they have with the Class Teacher. Inappropriate images and explicit material will not be used.

We recognise that parents and carers have the primary role in their children's relationship and sex education as well as maintaining the culture and ethos of their family. They are able to help their children cope with emotional and physical aspects of growing up and we wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents/carers about the Primary Academy RSE policy and inform them in advance of RSE teaching taking place in school so that they may see the content of the lessons and the materials we use in our teaching

- Encourage parents to be involved in reviewing the RSE policy and answering their questions about the RSE teaching in school so that they know that the RSE programme will complement and support their own role as parents

- Work with parents so that the teaching in school supports the key messages that parents and carers give to children at home. In this way, children will benefit from being given consistent messages about their changing body, dealing with relationships and their increasing responsibilities to themselves and others

- Ask that parents discuss with their child/ren the importance of RSE being taught by adults in school/at home so that this important education is not 'passed on' to children at school/younger siblings who may not be ready for it

Parents/carers have the right to withdraw their child from all or part of the RSE provided in our academies except for those parts included in the statutory National Curriculum. Should they wish to remove their child, they will need to put in writing their wish to withdraw, making it clear which aspects of the programme they do not wish their child to participate in. A standard pack of information is available from the DfE for parents who choose to do this. Children cannot miss out on all parts of PHSE+C.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a teacher is concerned that a pupil is at risk of sexual abuse they will follow Excalibur Academy Trust's Child Protection procedures. (See Child Protection policy)

Monitoring and Evaluation of RSE

The role of staff: Teachers and support staff will work within the guidance of this policy when teaching SRE.

The role of the Principal: It is the responsibility of the Principal to ensure that both staff and parents are involved in the review of the RSE policy and that it is made available to parents and carers. It is also the Principal's responsibility to ensure that the policy is implemented effectively and that staff are given sufficient training so that they can teach effectively and handle issues with sensitivity.

The Principal liaises with external agencies (such as the School Nurse) regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of this policy and work within this framework.

The role of Governors: The Principal monitors this policy on an annual basis in conjunction with the Local Governing Body's Link Governor for RSE. The Governing Body gives serious consideration to any comments from parents about the RSE programme.

This policy was reviewed and updated in conjunction with parents, staff and Governors in February 2017.

To be reviewed February 2020.