



# Policy for Relationships and Sex Education

# St Anne's Fulshaw C of E Primary School

## Policy for Relationships and Sex Education

### Introduction

This policy covers our school's approach to the teaching of relationships and sex education. It is a partner policy for our PSHE Policy. The progressive curriculum delivered to pupils in RSE links into the PSHE offer across the school. It was produced by the school staff and governors in consultation with parents and reflects the requirements of the statutory guidance which contains information on what school should do, and sets out the legal duties that schools must comply with when teaching relationships education, relationships and sex education and health education. The teaching of relationships education is compulsory for all pupils receiving primary education. Our school has chosen to make sex education part of its curriculum offer.

### Aims

High-quality, evidence-based and age-appropriate teaching help to prepare all our pupils for the opportunities, responsibilities and experiences of life at all its stages, and enables teachers to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in wider society. Through the teaching of RSE and PSHE, pupils develop resilience, manage challenges and complex situations through sound decision making.

Schools are free to determine how to deliver the content set out in the guidance within their own curriculum offer and setting. As a Church of England Voluntary Controlled School, we design our delivery of RSE to inform children about sexual issues in a way that provides plenty of opportunities for children to ask and explore moral and spiritual questions as part of their developing understanding. The Christian values that our school's aims and ethos are based on place high importance on respectful relationships, the inherent value of self-worth and the importance of personal responsibility. These values form the basis of the moral framework for RSE at St Anne's Fulshaw CE Primary School.

Through relationships education, pupils learn about the characteristics of positive relationships including:

- families and close positive relationships
- friendships
- managing hurtful behaviour and bullying
- safe relationships
- respecting themselves and others

Through relationships and sex education, pupils learn about:

- themselves as individuals and how they are growing and changing
- physical and emotional changes that happen as puberty is approaching
- the process of reproduction and birth as part of the human life cycle (including that there are ways to prevent a baby being made)
- where to get more help and advice about growing, changing and puberty
- new opportunities and responsibilities that increasing independence may bring
- the promotion of personal safety and wellbeing
- predicting, assessing and managing risk
- peer pressure and consent

For our pupils, sex education is part of a wider social, personal, spiritual and moral education process. Knowledge and understanding are developed within the context of the importance of sexual activity as a joyful part of a committed and loving relationship, and also, for some people, within a Christian moral and spiritual code.

### Organisation

Relationship and Sex Education is an integral part of the Personal, Social and Health Education curriculum in our school. While we carry out the main elements of teaching through our PSHE curriculum, we also teach some RSE through other subject areas e.g. science, where some elements are within the national curriculum content.

RSE is taught by class teachers and supported by the teaching assistants in each class. Progression and coverage is detailed in Appendix 1 and is available to parents as a long-term plan on the school' website. All elements from the Key Stage 1 and 2 relationships education requirements are taught through a three year

rolling programme, designed to reflect the structure of the school's mixed age classes and to fit with the model of delivery for other subject areas. Sex Education will be taught discretely to Year 6 pupils every year.

The programme will be delivered through direct teaching, the use of resources such as books, websites and videos. Ongoing assessment of pupils' knowledge and understanding will take place through discussion, observation, questioning, written and drawn evidence, role play and art work.

Questions will always be answered sensitively and with honesty at an age-appropriate level.

Regular tracking of pupils' achievement against the end of key stage expectations will ensure that staff have a clear and up to date view of their achievement and any areas which may need further attention. We have the same high expectations of the quality of work in RSE as we do in all other curriculum areas and achievement will be reported on in the same way.

## **SEND**

RSE must be accessible for all pupils. High quality teaching and differentiated resources may be necessary to ensure that pupils with SEND can have access to the information necessary to support their knowledge, understanding and development. As some pupils with SEND are more vulnerable to exploitation and abuse, it is vital that we offer a more tailored approach for them to ensure that they have the skills and understanding necessary to maintain personal wellbeing and to develop safe and positive relationships.

## **Equality**

The school will ensure that it complies with the relevant provisions of the Equality Act 2010, under which religion or belief are protected characteristics. We may also teach about faith perspectives on relationships from different religions and encourage debate about different issues. Teaching will reflect the law as it currently stands, so that pupils are clear about what the law allows and does not allow to inform the wider legal implications of decisions that they may make.

No pupil may be discriminated against because of protected characteristics (Equality Act 2010). We will consider the make-up of our school population and consider whether it is necessary to put in place further support for pupils with a particular protected characteristic which might mean that they were at particular risk. We value and embrace a culture where stereotypes, sexism, misogyny and homophobia are not tolerated and place high expectations on all adults who have a role in our children's lives to model positive behaviours.

Our teaching will always be sensitive and age-appropriate, including where children may have questions about same-sex relationships and sexual orientation.

## **The Right to Withdraw**

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of the statutory RSE. While we would very much hope that parents would discuss their concerns with the Headteacher before making this decision in order to explore the issues fully, a request to withdraw in any primary school will automatically be granted. This only applies to the sex education element of statutory RSE, and not content which forms part of the science curriculum. This request may be made on many grounds, including faith-based or for pupils with some SEND.

## **Confidentiality**

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. The DSL will then deal with the matter in consultation with other agencies where appropriate. (See also Child Protection and Safeguarding Policy).

## **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about RSE Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

**Monitoring and Review**

The AA Committee of the governing body monitors our RSE Policy on regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The AA Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Reviewed: 18.05.21

## Appendix 1

Year A		
Classes 2 and 3	<b>Autumn 1 Relationships</b> What is the same and different about us?  Ourselves and others; similarities and differences; individuality; our bodies	<b>Autumn 2 Relationships</b> Who is special to us?  Ourselves and others; people who care for us; groups we belong to; families
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>Summer 1</b>	<b>Summer 2</b>

Year B		
Classes 2 and 3	<b>Autumn 1 Relationships</b> What makes a good friend?  Friendship; feeling lonely; managing arguments	<b>Autumn 2 Relationships</b> What is bullying?  Behaviour; bullying; words and actions; respect for others
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>Summer 1</b>	<b>Summer 2</b>

Year C		
Classes 2 and 3	<b>Autumn 1 Relationships</b> How can we be a good friend?  Friendship; making positive friendships, managing loneliness, dealing with arguments	<b>Autumn 2</b> arguments
	<b>Spring 1 Relationships</b> What are families like?  Families; family life; caring for each other	<b>Spring 2</b>
	<b>Summer 1</b>	<b>Summer 2</b>

Year A		
Classes 4 and 5	<b>Autumn 1</b>	<b>Autumn 2 Relationships</b> How do we treat each other with respect?  Respect for self and others; courteous behaviour; safety; human rights
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>Summer 1 and 2 (Year 6 only) Relationships</b> What will change as we become more independent?	

	Different relationships; changing and growing; adulthood; independence; moving to secondary school
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**Year B**

<b>Classes 4 and 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
	<b>Spring 1</b>	<b>Spring 2 Relationships</b> How can friends communicate safely?  Friendships; relationships; becoming independent; online safety
	<b>Summer 1 and 2 (Year 6 only) Relationships</b> What will change as we become more independent?  Different relationships; changing and growing; adulthood; independence; moving to secondary school	

**Year C**

<b>Classes 4 and 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>Summer 1 and 2 (Year 6 only) Relationships</b> What will change as we become more independent?  Different relationships; changing and growing; adulthood; independence; moving to secondary school	