

Urchfont C. E. Primary School

Relationship & Sex Education Policy

1. Definition

- 1.1 At Urchfont School, we believe that Relationship & Sex Education(RSE) is part of lifelong learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. It should be provided in a way that encourages moral and emotional development, and stresses the importance of loving, permanent relationships and family life.
- 1.2 Our Curriculum provides opportunities to enable our children to develop and grow into socially and emotionally mature adults. All children need to know how their bodies work, how they change and grow over time and the best way to maintain their fitness and health to equip them for the changes from childhood to adult life.
- 1.3 RSE is not about the promotion of sexual activity.

2. Statutory requirements

- 2.1 At Urchfont CE Primary School, we teach PSHE and RSE as set out in this policy. The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it is compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Urchfont, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

3. Purpose

3.1 The purpose in teaching RSE to our children is to:-

- Encourage pupils to value themselves and others
- Teach children how to make informed choices
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

4. Guidelines

- 4.1 Relationship Education is an integral part of our Personal, Social and Health Education programme throughout the school. Some biological aspects of sex education are part of the Science curriculum and are therefore statutory.
- 4.2 There is a planned programme of lessons for Year 1-6, which are built around a theme which changes half termly. These lessons should be appropriate to the age and development of the children throughout the school and will build on prior learning.
- 4.3 We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching about different types of family, including those with same sex parents.
- 4.4 All parents and carers of children are informed of our provision, the programme of study and the materials that we use. Parents and carers also have the opportunity to discuss this further with staff and view the materials used.

5. Curriculum Overview

5.1 At Urchfont CE Primary School, we use the Jigsaw scheme of work and resources to help us plan and deliver the of the PSHE curriculum including RSE. Each class will deliver the RSE curriculum through the Changing Me unit of work which is normally delivered in Term 6. The Jigsaw scheme of work has been written taking into account the new expectation from the DFE (2020). Here is an outline of the areas covered by each year group through the Changing Me unit of work. We have a rolling programme established because of the mixed ages contained within each class.

Year

- | | |
|---|---|
| 1 | <ul style="list-style-type: none">• Life Cycles• My Changing Body |
| 2 | <ul style="list-style-type: none">• Boys and Girls Body parts• Life Cycles in Nature• Growing from Young to Old• The Changing Me• Boys' and Girls' Bodies• Assertiveness |
| 3 | <ul style="list-style-type: none">• How babies grow• Babies• Outside Body Changes• Inside Body Changes• Family Stereotypes |
| 4 | <ul style="list-style-type: none">• Unique Me• Having a baby• Girls and Puberty |
| 5 | <ul style="list-style-type: none">• Self-Image and Body-Image• Puberty for girls and Boys• Conception |
| 6 | <ul style="list-style-type: none">• My Self Image• Puberty• Girl Talk/ Boy Talk• Babies – Conception to birth• Attraction |

6. Roles and responsibilities

6.1 The Governing Body will:

- Approve the RSE policy and hold the Headteacher to account for its implementation.
- Ensure that the RSE curriculum is in line with DFE guidelines, that it is kept up to date, and made available to parents.
- Ensure that the RSE curriculum is provided in a way that encourages moral and emotional development, and the importance of loving, permanent relationships and family life.

6.2 The Headteacher will ensure that:

- RSE is taught consistently across the school
- Parents are informed about the programme for RSE Education.

6.3 Staff are responsible for:

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

6.4 The role of parents

The school is aware that the primary role in children's RSE 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 co-operation. In promoting this, we:

- Inform parents about the school's RSE Policy and practice so that parents can support the key messages given in school as children benefit from being given consistent messages about their changing body and their increasing responsibilities.
- Answer any questions that parents may have about RSE Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE Education in the school.

6.5 Pupils

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

7. Parents' right to withdraw

- 7.1 We have committed to a retain parents' right to withdraw their child from sex education within the RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from RSE at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.
- 7.2 If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.
- 7.3 Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and unplanned discussions.
- 7.4 Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational records. The headteacher will discuss the request with parents and take appropriate action.
- 7.5 Alternative work will be given to pupils who are withdrawn from these lessons.

8. Confidentiality

- 8.1 Staff in school recognise that when a child talks to staff about worries or concerns, that they owe a duty of confidentiality to the child in order for the child to feel safe to seek help when they need it.
- 8.2 This confidentiality should only be breached when the member of staff believes that the child is at risk of harm. In such cases the child should be

fully informed of whom else is to be involved in helping, according to safe guarding procedures. Staff will always make clear to the child the limits and extent of confidentiality that they can promise. The care and safety of the child is paramount.

9. Monitoring and Evaluation

- 9.1 The headteacher monitors the delivery of RSE through lesson observations, learning walks and feedback from staff and children.
- 9.2 The Governing body monitors the Relationship and Sex Policy every three years or before if DFE regulations change.

Date of Next Review

This policy will be reviewed in November 2022.

Agreed by the Governing Body:

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