

# Naseby CE Primary Academy

## Relationships & Sex Policy

Policy Name	Relationships & Sex Policy
Owner	Naseby Church of England Primary Academy

Version Number	Revisions / Review Cycle	Date Ratified
V4.0	Annual Review	October 2021

### Our Vision

We are inclusive, welcoming others regardless of differences, appreciating and nurturing the uniqueness of each individual. We respect everyone, showing them the tolerance, understanding and forgiveness that we desire for ourselves. Love is our cornerstone – the love of God, the love of others and the love of ourselves.

This is underpinned by the verse,

***'Let all that you do be done in love.'* 1 Corinthians 16:14**

### Introduction

Naseby Church of England Primary Academy wishes to create a Christian atmosphere which will permeate all aspects of school life.

This policy is carried out within the context and spirit of the school's vision statement and motto above. It supports and reinforces the aims of Naseby Church of England Primary Academy, valuing all children equally.

We undertake to follow the Church of England's charter for faith sensitive and inclusive relationships and health education.

Relationships and Sex Education provides an important forum to give pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children.

Relationships and Sex Education contributes to the foundation of the PSHE and Citizenship Curriculum and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

## JOY LOVE RESILIENCE

*'Let all that you do be done in love.'* 1 Corinthians 16:14

Aspects of Relationships and Sex Education are taught as an integral part of the school's PSHE provision, using the Coram SCARF PSHE Scheme of Work. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. This Policy complements the Religious Education Policy of our school.

### **1. Aims**

The aims of relationship education at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

In writing this policy, reference was made to the Equalities Act, 2010

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

### **2. Definition**

Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. Relationships and Sex Education involves a combination of sharing information, and exploring issues and values. Relationships and Sex Education is not about the promotion of sexual activity.

### **3. Curriculum content and delivery**

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

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These skills are taught within the context of family life.

The Legal Requirements of Relationships and Sex Education Provision are covered in the National Curriculum subject of Science. These areas are statutory.

Relationships and Sex Education is not delivered in isolation but firmly embedded in other curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE).

### **Answering Difficult Questions/ Dealing with sensitive issues:**

Staff are aware that views around Relationships and Sex Education related issues are varied. However, while personal views are respected, all Relationships and Sex Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal Relationships and Sex Education questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example): The appropriate person to answer that question is the parent
- The question can be discussed one to one after class
- The topic will be covered at a later stage in their Relationships and Sex Education

**Preparation for puberty:** Lessons on puberty take place in years 5, 6.

Support for boys & girls:

- The school will teach certain topics e.g. menstruation in same gender classes SEN:

We meet the needs of children with special educational needs, physical disabilities and learning difficulties by offering additional support or support in smaller groups. This is done in close partnership with parents and carers, SENCo and outside agencies as appropriate.

### **How the delivery of the content will be made accessible to all pupils**

Naseby C of E primary Academy, makes RSE relevant to all its pupils in the following ways;

***The needs of boys as well as girls.***

*Naseby C of E primary Academy ensures the RSE programme is relevant to both boys and girls and can also be accessed by those who are transgender.*

***Ethnic, religious and cultural diversity.***

*The Coram Education SCARF RSE programme acknowledges different ethnic, religious and cultural attitudes to RSE through age appropriate resources used and explored. The school consults pupils and parents/carers about their needs, takes account of their views and promotes respect for, and understanding of, the views of different ethnic and cultural groups.*

***Varying home backgrounds.***

*The Coram Education SCARF RSE programme recognises that pupils may come from a variety of family situations and home backgrounds and these different families are acknowledged in the teaching and resources used.*

***Sexual Orientation.***

*On average, about 5% of pupils will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. The Coram Education SCARF RSE programme acknowledges this and includes sensitive, honest and balanced consideration of sexuality.*

***Special educational needs.***

*The needs of pupils with learning, emotional or behavioural difficulties or physical disabilities met through differentiation and teacher guidance via EHCP's in relation to the Coram Education SCARF RSE programme.*

***The teaching programme for Relationships and Sex Education.***

*Naseby C of E Primary Academy ensures that relationships and sex education is delivered at a level which is appropriate for the children's age and physical development through careful curriculum mapping in line with recommendations within the Coram Education SCARF RSE programme.*

*Adaptations are made as appropriate for those whose cognitive development is particularly slow.*

***Pupils who use alternative methods of communication.***

*Staff adapt their teaching of relationships and sex education to ensure that pupils who have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids have equal access to the programme.*

***Pupils with profound and multiple learning difficulties***

*Pupils are able to access at least the most basic content from the programme, such as self-awareness, gender awareness, body recognition & privacy.*

**Provision for pupils who are looked after (CLA):**

- the school works in partnership with carers and other professionals e.g. social workers to support the needs of CLA.

At the heart of effective, age appropriate Relationships Education is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch, consent and risk minimisation, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014 'Relationships and Sex for the 21st Century; Supplementary Advice to the Relationships and Sex Guidance DfE (SEF/ Brook)

**Assessment & Evaluation of Learning and Teaching:**

PSHE, Relationships and Sex Education is monitored by the Subject Leader through book and planning scrutiny, and through discussion with children.

Assessment of Relationships and Sex Education delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Peer assessment
- Self-assessment
- Teachers delivering HR should constantly evaluate their lessons to inform future planning.

**How Relationships (and Sex) Education is monitored and evaluated**

Progress is monitored through the SCARF 6 half-termly units and the assessment opportunities that are mapped to support this (see Growing and Changing units), along with the Sex Education Forum's consultation tool to assess pupil need.

**Confidentiality and Child Protection**

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. It is important that as a school, staff and children are confident in knowing how to discuss risks and concerns and also how to raise them. Staff and children need to be aware that:

- ground rules are made clear in lessons
- pupils and parents/carers are aware of the schools' confidentiality policy and how it works in practice
- pupils know that their best interests will be maintained
- pupils are encouraged to talk to their parents/carers and given support to do so
- pupils know that teachers cannot offer unconditional confidentiality

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- pupils are reassured if confidentiality has to be broken, they will be informed first and then supported appropriately
- child protection procedures are followed if there is any possibility of abuse and support is put in place

With respect to child abuse and protection procedures, staff will follow the school's child protection policy. The Child Protection officer will be contacted immediately and the school's Child Protection Policy will be used to inform next steps.

Staff will also be referred to the: - HM Government's 2006 document on 'What to do if you're worried a child is being abused':

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfESIFChildAbuse.pdf>

- DfE's 2020 document on 'Keeping children safe in education'- statutory guidance for schools and

colleges [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping\\_children\\_safe\\_in\\_education\\_2020\\_-\\_Update\\_-\\_January\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

### **Partnership with Parents:**

The school views parents as partners in the delivery of Relationships and Sex Education. Parents will be informed about the Relationships and Sex Education programme at the start of the Year 5, 6 academic year, as part of information provided on what their children will be learning.

The school will liaise with parents through:

- Newsletters
- School website
- Letters

The school encourages parents to voice their concerns about Relationships and Sex Education with their child's teacher.

Parents needing further support talking to their child about Relationships and Sex Education issues can contact the school.

This policy will be available on the school website for parents.

### **Sources of Further Information**

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

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- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)

### **This policy should be read in conjunction with the following policies:**

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)

### **Requirements on schools in law**

**From 2020:** *it is statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.*

### **Child Withdrawal Procedure:**

Relationships and Sex Education is to be taught in all year groups. If a parent/ guardian feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the head of school.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

### **Roles and responsibilities**

The governing board will approve the RELATIONSHIPS EDUCATION policy, and hold the head of school to account for its implementation. The head of school is responsible for ensuring that RELATIONSHIPS EDUCATION is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RELATIONSHIPS EDUCATION.

Staff are responsible for:

- Delivering Relationships and Sex Education in a sensitive way
- Modelling positive attitudes to Relationships and Sex Education in a sensitive way
- Modelling positive attitudes to Relationships and Sex Education
- 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 Relationships and Sex Education

Staff do not have the right to opt out of teaching Relationships and Sex Education. Staff who have concerns about teaching Relationships and Sex Education are encouraged to discuss this with the head of school.

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Pupils are expected to engage fully in Relationships and Sex Education and, when discussing issues related to Relationships and Sex Education, treat others with respect and sensitivity.

The PSHE co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years.

### **Useful information for parents:**

Sex Education Forum's 'Talk to your child about relationships & sex: support for parents' factsheet 31(2003): <http://www.ncb.org.uk/media/183635/talk-to-yourchildren.pdf>

The PSHE Association's resources for parents: [http://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=461](http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461)

### **Useful resources**

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>