

Castlefields Primary School



Relationships and Sex Education Policy

Date of policy: September 2019

Approved: Autumn 2019

Next review date: Summer 2024

Responsibility: Headteacher/Governors

Aims

The aims of relationships and sex education (RSE) 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

This Relationships and Sex Education (RSE) policy works in conjunction with the school's:

- PSHE policy
- Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- Equality policy
- E-safety policy

Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science National Curriculum. There are elements of Sex Education that are non- statutory in primary schools but in order to safeguard pupils effectively the PSHE association strongly recommends that schools provide a comprehensive programme of RSE as an integral part of their PSHE provision.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Castlefields Primary School we teach RSE as set out in this policy.

Documents that inform our school's RSE policy include:

- The Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (Sept 2019)
- Children and Social Work Act (2017)

Policy Development

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 make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

- ✓ 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 or sexual orientation.
- ✓ Relationships and sex education are part of the Personal, Social and Health Education (PSHE) curriculum in our school.
- ✓ While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Curriculum

- ✓ Our RSE programme is an integral part of our whole school PSHE education provision and is also taught through other aspects of the curriculum.
- ✓ Our curriculum is set out in the PSHE subject section of our school website but we may need to adapt it as and when necessary.
- ✓ If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- ✓ Primary sex education will focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born
- ✓ For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

- ✓ RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- ✓ 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 RSE programme will be taught through a range of teaching methods and interactive activities, including teacher led lessons, carefully managed peer to peer discussions, age appropriate video clips and input from the school nurse.

High quality resources will support our teaching, and these are regularly reviewed. All resources support and promote understanding with a high moral context and underpin our school values of Respect for Ourselves and Respect for Others and the views of other people.

Roles and responsibilities

The governing board

- ✓ The governing board will approve the RSE policy and hold the headteacher to account for its implementation.
- ✓ The governing board has delegated the approval of this policy to Rebecca Lee

The headteacher

- ✓ The headteacher 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 (see section 8).

Staff

Staff are responsible for:

- ✓ Delivering RSE in a sensitive way
- ✓ Modelling positive attitudes to RSE
- ✓ 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 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.

Jacqui Black – PSHE lead

Rebecca Lee – Science lead

The RSE programme will be led by class teachers who know their children best. They are supported by the Senior Leaders and the PSHE co-ordinator who receives training and updates in this area of the curriculum. All staff and governors have had a chance to input to this policy.

All of our teaching staff are members of the PSHE association where guidance documents and training materials are available. We use the scheme of work – from the PSHE Association Scheme of Work – which runs through from Year 1 to Year 6. All teachers and governors have had an opportunity to contribute to this RSE policy.

Pupils

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

Parents' right to withdraw

- ✓ 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/non-science components of sex education within RSE.
- ✓ Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
- ✓ Alternative work will be given to pupils who are withdrawn from sex education.

Training

- ✓ Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- ✓ The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

- ✓ The delivery of RSE is monitored by Jacqui Black and Rebecca Lee through book scrutinies , planning and learning walks
- ✓ Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Equal Opportunities

At Castlefields Primary School the notion of equality of opportunity is highly valued. We ensure RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND) by tailoring lessons according to the needs of these pupils in consultation with senior leaders, class teachers and parents, if applicable.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. This would be dealt with in line with our school safeguarding policy, supporting the children away from the class and referring to the Designated Safeguarding Lead for school – Mrs R Lee or, in her absence Mr E Archer (Deputy Safeguarding Lead) or Mrs K Wills (Deputy Safeguarding Lead) or Mrs T Sandy (Deputy Safeguarding Lead for Wrap Around Provision).

Visitors and external agencies, such as the NSPCC, who support the delivery of RSE will be required to have a DBS check and follow our school protocol for dealing with safeguarding concerns. They will also be pre-warned about any children with sensitive issues around this subject or any children with SEND.