



## Policy Header

<b>Policy Title</b>	<b>Relationship &amp; Sex Education Policy (RSE)</b>
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<b>Written By</b>	<b>School</b>
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**"Growing together at the heart of God's community"**



**Trust Prayer:**

*We thank you, God of Love, for the gift of children,  
bless the work of our Trust, that in all we do  
young people may grow in wisdom and stature,  
and so come  
to know you,  
to love you  
and to serve you,  
as Jesus did.*

*We make our prayer in his name who is God  
with you and the Holy Spirit, now and for ever*

The school's policy for relationships and sex education (RSE) is based on guidance from the DfE (Sex and relationships – OFSTED 2002). It builds on the good practice exemplified by the PSHE association and guidance from OFSTED (Report: Not Yet Good Enough - May 2013). It was produced in consultation with the parents, children, governors and teachers of Glazebury C of E Primary School.

It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

At Glazebury C of E Primary School, Relationships and sex education (RSE) is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

**Rational of RSE**

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.

RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

At Glazebury, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum

#### **At Glazebury C of E School we aim to:**

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness.

#### **Aims of the RSE Policy**

- To meet the requirements of the DfES guidance on RSE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to

adulthood.

- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy

### **Statutory Regulations**

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- 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 (2016)
- Children and Social Work Act (2017)

### **Roles and Responsibilities**

The Relationships Education programme in our school will be led by the Deputy Head. All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by the Deputy Head.

#### **Confidentiality**

Teachers deliver RSE lessons in a sensitive manner and in confidence within the remit of the school and LDST Safeguarding guidance; if a child makes a disclosure this will be referred to the designated safe guarding officer for child protection.

Children will be told that 100% confidentiality cannot be promised if the teacher thinks they are in danger of any kind.

The Head teacher or teacher in charge of safeguarding will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding).

### **RSE in the curriculum**

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked to personal space and privacy. The school utilises the Christopher Winter resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body. The learning intentions for each year group will be as follows:

### **In Reception:**

- To consider the routines and patterns of a typical day
- To understand why hygiene is important
- To recognise that all families are different

### **Year 1:**

- To understand some basic hygiene principles
- To introduce the concept of growing and changing
- To explore different types of families and who to ask for help

### **Year 2:**

- To introduce the concept of male and female and gender stereotypes
- To identify differences between males and females
- To explore some of the differences between males and females and to understand how this is part of the lifecycle
- To focus on sexual difference and name body parts

### **Year 3:**

- To explore the differences between males and females and to name the body parts
- To consider touch and to know that a person has the right to say what they like and dislike
- To explore different types of families and who to go to for help and support

### **Year 4:**

- To explore the human lifecycle
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction

### **Year 5:**

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body & the importance of hygiene
- To explore ways to get support during puberty

### **Year 6:**

- To consider puberty and reproduction
- Consider physical & emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

A question box may be used, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences. In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities.

### **Assessment, Reporting and Recording**

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through professional discussions.

## **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. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Safeguarding lead- K. Mowbray (Head Teacher)

Safeguarding deputy- K. Wall (Deputy Head)

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

## **Working with Parents/ carers**

This policy will be available to view by the end of Autumn 2019 by all stakeholders. Parents will be informed of this policy by December 2019.

We are committed to working closely with parents and carers and we do this by:

- parent/carer surveys at Parent Evenings.
- communication about when Relationships lessons will be taking place
- links to other websites on school website.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with the class teacher in order to find out more about this.

## **Monitoring and Evaluation**

The monitoring of Sex and Relationships education is carried out by the Deputy Head/Head Teacher who reports to the Governors.

## **Responsibilities for content and delivery**

Ultimately our Governing body has oversight of the content of the RSE programme alongside the school leadership. They also have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the children. This means that our RSE education will be sensitive to the different needs of individual children and may need to evolve and adapt over time as the school population changes. Delivery of the programme will

be led by the class teacher and may include discrete sessions (especially in regards to sex education) or could complement the teaching of other subjects e.g. Science, Computing, R.E. It will be supported by the PSHE lead, the Senior Leadership Team, the LDST and health professionals (e.g. the school nurse).

### **Links with other policies**

The policy should be cross-referenced to related policies which might include:

- Confidentiality.
- Personal and social education (PHSE).
- Safeguarding/child protection.
- Anti-bullying (including procedures for dealing with homophobic bullying).
- Equality and diversity.

This policy will be reviewed on an annual basis.