

Relationships and Sex Education (RSE) Policy

Introduction

The Relationships and Sex Education (RSE) policy has been developed with consultation from teaching staff and governors and parents.

At Leeming RAF CP School it is recognised that if young people are to make well informed decisions about their lives it is essential that effective Relationships and Sex education takes place. It is firmly rooted in the framework for Personal, Social, Health and Citizenship Education (PSHCE), teaching children that loving and stable relationships including marriage, and respect for themselves and others, are the key building blocks of community and society. It is also about the teaching of sex, sexuality and sexual health.

Aims of RSE

- Help and support young people through their physical, emotional, and moral development.
- To develop understanding of the importance of family life, stable and loving relationships (including marriage), respect and love.
- To provide a framework to respond to questions and teach about sex, sexuality and sexual health.
- To enable young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To develop personal and social skills for friendship and other relationships.
- To make informed and responsible decisions, both on and offline enabling pupils to recognise online and offline risks to their well-being
- To enable pupils to recognise the dangers of inappropriate use of mobile technology and social media
- To develop self-confidence and self-awareness.
- To acquire assertiveness and decision making skills.
- To explore attitudes and values.

Elements of RSE

Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non- exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. This is compulsory learning.

Sex Education is defined as drawing on knowledge of the human life cycle set out in the National Curriculum for science – the ways a baby could be conceived and born. This is not compulsory. In our school, sex education is taught only in Y6, and with parental consent (see below). Teaching about puberty is statutory and will be taught in Y5/6 (see below).

RSE has 3 main elements:

- **Attitudes and values** which emphasises the importance of individual conscience and moral considerations, the value of family life, (including marriage and stable relationships) for nurturing children and the need to love, respect and care for others
- **Personal and social skills** which help children manage emotions confidently and sensitively, understand the consequences of their actions and make choices based on an understanding of difference and with an absence of prejudice
- **Knowledge and understanding** of physical development at appropriate stages and how emotions and relationships are affected by this. Learning how to protect themselves and how to ask for help and support, particularly if they feel threatened by cultural pressures (e.g. Forced Marriage / FGM)

How is RSE Taught?

Relationships and Sex education is delivered in line with the National Curriculum for Science, North Yorkshire Healthy School Scheme Guidance and Curriculum Guidance for the Foundation Stage, and the NYCC Citizenship Entitlement framework. RSE is taught throughout the school and is part of the school's long term plans.

Content of RSE

The RSE Framework, drawn from the North Yorkshire Citizenship Entitlement framework provides details of the content of the curriculum in RSE.

Occasionally, due to mixed age classes, pupils may access content from the curriculum recommendations for the year above / below their current year group, although this is managed on a class by class basis. Year 5 pupils will not be taught Year 6 Sex Education content without prior discussion with parents. Correct terms will always be used if a discussion is needed (e.g. anatomical names for body parts etc.).

Methodology and Resources

In PSHCE and Relationships and Sex education a variety of teaching and learning styles are used with an emphasis on interactive work and processes that engage the children in critical thinking, discussing, researching, reflecting and application of learning. As with all subjects, particular consideration will be given to supporting SEND pupils to access this learning through appropriate differentiation. Pupils' different abilities, levels of maturity and personal circumstances (sexual orientation, gender identity, faith or culture) will be recognised and respected by careful planning of content and knowledge of the context of the class. Pupils are encouraged to discuss content with trusted adults for further support.

Assessing, monitoring, evaluating and reviewing

AfL will be used at the start of session to establish prior knowledge. RSE will be assessed in terms of the child's developing knowledge and understanding, their acquisition and demonstration of skills and changes in attitudes. Assessments will inform teachers of the next step and contribute to a child's annual pupil report in Science. Work will be evaluated by the children in terms of what they have learnt and what they would like to know next. Time for reflection should be built into all PSHCE sessions.

Withdrawal

According to the government's requirements, Parents/carers have the right to withdraw their child from all or part of the Sex Education programme that we teach, but NOT from Relationships Education. In our school, the right to withdraw only covers the content taught about human reproduction in Y6. If a parent wishes their child to be withdrawn they should discuss this with the Headteacher. If a child is withdrawn, they will be provided with suitable alternative educational work to complete during the period of the missed content.

As RSE teaching is an ongoing subject, school reserves the right to deliver Relationships Education at any point through the year. However, if discussions of particularly sensitive areas are taking place (e.g. puberty), school will endeavour to notify parents of the specific timings. Parents will always be notified before Sex Education is delivered to Y6.

External Agencies

The school does not currently use any external agencies to deliver RSE.

Equal Opportunities

Provision for RSE and PSHCE is in accordance with the school's equal opportunities policy. All children have the opportunity to take part.

Provision for children with special educational needs, including more able children will be appropriately differentiated.

Confidentiality

Total confidentiality cannot always be provided. Sensitive information, however, should only be shared with the consent and knowledge of the provider and only on a need-to-know basis. However, we may use the information without the consent of the provider if we are concerned that a child may be at risk.

Responsibilities

The Governing Body

- The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of Relationships Education and RSE through curriculum areas like PSHCE and the National Curriculum for science
- The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends
- The governing body has agreed that sex education will be delivered to Y6 pupils (with parental right of withdrawal)
- Fulfil all legal obligations
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020
- Ensure the subjects are well led, effectively managed and well planned
- Ensure the quality of provision is subject to regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils, including those with SEND
- Ensure clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the 2020 statutory requirements for Relationships Education, RSE and Health Education including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum.
- Liaise with the PSHCE subject lead to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure all parents/ carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and also provide information about what pupils can and cannot be withdrawn from

The PSHCE subject lead:

The school has a subject lead for PSHCE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Work with Headteacher to ensure compliance with the statutory guidance and implementing the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum
- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education

- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all pupils and ensure the curriculum is meeting the needs of SEND pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform provision around RSE and use the schools' Growing Up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- If used, co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and also provide information about what pupils can and cannot be withdrawn from.

Parents / Carers

The school should aim to work in active partnership with families, value their views and keep them informed of the Relationships Education and RSE provision. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum. [The Dfe have produced some supporting leaflets for parents](#) to inform them about the legislation around RSE. The [PSHE association](#) have also developed some guidance on engaging with families.

The RSE policy is on the website, along with useful documents and weblinks to support discussions with children at home in this area. Resources used, including '[Busy Bodies](#)' are also available to view. Videos on puberty and changes are statutory. The video on intercourse is taught only to Y6, in the summer term. If parents/carers have any questions, then they will be encouraged to talk to the class teacher / headteacher and are able to see the resources that will be used. If they do choose to withdraw their child, the pupils will remain at school and be provided with other learning.

Statutory Information

This policy is based on statutory documents, including the following:

Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000.

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Meeting safeguarding responsibilities as set out in the Keeping Children safe Guidance

Meeting the requirements of the Equality Act 2010

Consultation and Information Sharing

Consultation on significant policy amendments will take place digitally with parents, staff and governors. Pupils are not consulted on the provisions of this policy, but are given a voice in the delivery of its content. Staff will be informed of the policy digitally. External providers will be given a copy of this policy before teaching elements of RSE.

Policy Details

This policy is linked in content to other policies, including: Safeguarding / Anti-bullying policy / SEN Policy / Teaching and Learning / Equalities.

It will be reviewed every 2 years in consultation with stakeholders.

Relationships and Sex Education Framework

The following curricular framework is based on the North Yorkshire County Council's Personal, Social, Health & Citizenship Education (PSHCE) curriculum to seek to find an appropriate and specific way to deliver Relationships and Sex Education (RSE) in line with our school's RSE policy.

A strong theme behind the development of this curriculum is linked to the school's duty to **safeguard** children. Extensive research nationally has shown that children and young people are highly vulnerable to a wide variety of exploitative activities, and effective RSE can minimise the risks associated with these. Certain elements, such as learning the correct names for genitalia etc. are introduced quite early, simply so that children have accurate knowledge of their own bodies. In addition, this ensures that children have the language required to clearly articulate anything that might make them feel uncomfortable or place them at risk.

Another strong theme running through this programme is the vital importance of **tolerance** and **respect** for all. It is acknowledged that our pupils live in an environment in which they may not necessarily encounter a more diverse cultural background. This leaves a dilemma; should we be even more proactive about teaching children about different life choices or cultural behaviours since they are unlikely to discover these things through other means, OR should we take the view that children aren't likely to encounter particular experiences so we don't need to deal with them? This framework leans more towards the former view, that it is important for pupils to learn about a variety of relationships and cultures since it may only be through such education that they encounter these.

Under the Equalities Act, all organisations including schools must demonstrate that they treat all people equally; this would include the correct terminology for different relationships (e.g. lesbian, gay etc.) which may come up *outside of RSE lessons*. If a question on such a matter were to arise from a child, staff would seek to handle this sensitively according to the framework below, but would not lie to a child or use incorrect terms when providing an answer. For example, if a Year 1 child asked what the word "gay" meant, although not listed as part of the YR / Y1 curriculum, a staff member might explain in a very simplified way that this is a word for two men or two women who have a special partnership. The teacher might also say that they'll learn more about this in future, and might ask in what context the child heard the term. The member of staff would not, however, rebuff the child and tell them that this "wasn't a word to talk about". This is to ensure that we remain honest with pupils whilst maintaining an age appropriate content.

N.B. Occasionally, due to mixed age classes, pupils may access content from the curriculum recommendations for the year above / below their current year group. This is managed on a class by class basis. However, Year 5 pupils will not be taught Year 6 Sex Education without prior discussion with parents.

Statutory Relationships Education - EYFS (Reception)

I can play co-operatively and share appropriately
I show sensitive to others needs and feelings
I know the difference between right and wrong, fair and unfair and kind and unkind on/offline.
I know people behave differently online, sometimes pretending to be someone they are not
I can listen to others and show them respect
I can use accurate vocabulary for parts of the body
I understand which parts of our body are private
Recognising how feelings can influence friendships
Understanding who is in our family, who is a friend and who is special in our lives
I know that different family relationships may include mum and dad, mum, dad, mum and mum, dad and dad (no introduction to terms, gay, lesbian, unless asked)

Statutory Relationships Education - KS1

Y1
I know that there are different types of relationships, including families, friends, and others (including same sex families) I respect those differences
I know that family and friends should care for each other – love, security, and stability
I know how to be nice to people on/offline and to ask for help if I do not feel happy/safe
I know about change and loss and associated feelings
I know the difference between right/wrong un/fair un/kind
I can recognise that my behaviour affects others on/offline
I know the names of the main parts of the body including external genitalia and understand why it important to keep them private
I know what it means to be a good friend
I can name people who look after me and my network of who to go to if I am unhappy/unsafe
I understand what is meant by 'privacy' my right to keep things 'private' and the importance of respecting others privacy both on/offline between friends

Y2
I know the characteristics of a healthy family life and the importance to care for people, spending time together
I know the changes that have happened to my body, from birth and the process of growing from young to old and how people's needs change
I understand stereotypes and how these can have a negative impact (gender/age)
I can value my body recognising its uniqueness
I know that individuals have rights over their own bodies, that there are differences between good and bad touching
I know the 'recipe' for being a good friend on/offline – trust is the core ingredient
I can listen to others and respect their viewpoints
I can identify and respect similarities/differences between people of different backgrounds (ethnic, cultural, faith, physically)
I know there are types of negative behaviours, bullying, teasing on/offline. I know they are wrong and how to get help if I experience/see it

Statutory Relationships Education - LKS2

Y3
I can identify different types of relationships and show ways to maintain positive and healthy relationships (including same sex relationships) on/offline
I understand relationships may change over time
I can judge what physical contact is un/acceptable and how to respond
I understand the difference between secrets and surprises and not to keep adult secrets, and when to support a friend to tell a trusted adult
I know how other families are similar/different to mine (including same sex – lesbian / gay) I respect those differences
I know it is ok to be different to others

I understand about growing/changing and the new opportunities, responsibility and increasing independence
I know how to be a good friend on/offline and how to manage a fallout
I can describe the nature and consequences of negative behaviours
I can empathise with people and understand how people react differently to the same situation, showing respect for their views
I can recognise and challenge stereotypes (including supporting trans children)
I know about change and loss (separation, divorce, bereavement, and associated feelings)

Y4
I recognise what love is and understand that marriage/civil partnerships represent a legally recognised commitment freely entered by two people
I know there are different types of families and partnerships
I understand the importance of stable, loving, and caring relationships
I can demonstrate the features of good healthy friendships on/offline
I can name people who look after me
I can respond appropriately to other people's feelings
I can recognise my own/other people's worth

Statutory Relationships Education - UKS2

Y5
I know ways that children grow and develop in puberty – physically and emotionally
I understand and am respectful how girls manage their periods (menstruation)
I recognise, as I approach puberty, how emotions change and how to deal with feelings towards myself/family/friends/others in a positive way
I am aware of different types of relationships and have the skills to maintain positive, healthy relationships
I know how to respond safely and appropriately to adults that I meet (who I don't know) on/offline
I know where families/groups/individuals can go to get help and support
I know how to be a good friend on/offline, how to manage a fall out without a physical reaction
I understand what boundaries are appropriate in friendships with peers and others on/offline
I understand the importance of recognising, being respectful and caring about people's feelings, and if appropriate I feel able to confidently challenge their viewpoint

Y6
I can look after my body as I go through puberty
I understand and am respectful how girls manage their periods (menstruation)
I recognise different risks in different situations on/offline, decide how to behave responsibly, including judging what kind of physical contact is un/acceptable
I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered by both people (include same sex relationships)
I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on/offline
I can recognise the difference between aggressive and assertive behaviour on/offline and have some strategies to resolve disputes and conflict
I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen on/offline on individual/communities
I can recognise and challenge discrimination and stereotyping which can happen on/ (including cultural, ethnic, religious diversity, sexuality, gender and disability)
I understand the nature, causes and consequences of hate crime which can happen on/ offline and I know I need to tell a trusted adult

Non-Statutory Sex Education – Y6 (Parental right of withdrawal)

Y6
I know about human reproduction including conception