



Relationships and Sex Education Policy

Date: Spring 2021

Approved by Governors: Spring 21

Review Date: Spring 24

Subject Leader: Mrs. K Heley

This policy has been designed with the collaboration of both Spixworth Infant School and Woodland View Junior School in order to improve progression and consistency across the two schools with regard to the Relationship and Sex Education (RSE) curriculum.

This policy will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through RSE consultation events, referencing in the school's prospectus and links on the schools' respective websites. If a hard-copy of the document is required either school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Relationship and Sex Education (RSE) Statement

Both Schools offer a broad and balanced curriculum, that aims to meet the needs of every child and provide the opportunity for children to achieve their full potential in all areas of their development. This includes promoting the spiritual, moral, social and cultural development of our pupils and preparing them for the opportunities, responsibilities and experiences of later life. RSE is lifelong learning about physical, moral and emotional development and the understanding of the importance of loving and caring relationships. RSE is linked to our PSHE curriculum.

Aims and Objectives

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The objectives of RSE are:

- To provide the knowledge and information at an age appropriate level.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide an inclusive learning environment which is safe and empowering for everyone
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthy and safe lifestyle.
- To respect and care for their bodies.
- To teach non-biased, accurate and factual information that is positively inclusive.
- To develop character skills supporting healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships using appropriate terminology.
- To promote critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- To provide protection from shock or guilt.
- To actively involve pupils as evaluators to ensure relevance.
- To ensure pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The Teaching and Organisation of RSE

RSE themes:

- My feelings
- My Body
- My relationships
- My beliefs
- My rights and responsibilities (referencing UN Rights Respecting Schools)
- Asking for help

RSE is taught using a range of teaching methodologies including: story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils and incorporates different learning styles. Distancing techniques, such as the use of characters within RSE, supports pupils to share and relate at a distance, and helps to bridge topics that some may find embarrassing. This strategy makes RSE accessible and breaks down barriers, such as cultural beliefs that certain topics are taboo. The schools' responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At our schools, we actively celebrate the diversity of our pupils, their families and the wider community. RSE is taught in our Federation of school using a non-judgemental, unbiased and fully inclusive approach through clear, impartial, scientific information as well as covering the curriculum as dictated by law. Through consultation, continual assessment and regular reviews, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider community.

During lessons pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket' in KS2, Worry Monsters and question boxes in KS1 (or similar class system designed to protect anonymity *unless it contravenes with safeguarding practices.)

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to develop topic coverage. This will ensure the staff can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, staff are required to respond in accordance with the schools' safeguarding policy.

RSE is most effective when it is in collaboration with home. The school will provide support to parents and carers through parent teacher meetings, parent forums, sharing afternoons and bespoke communication based on need, providing a valuable opportunity to develop a collaborative approach. Both schools operate an open-door policy, enabling parents to discuss all concerns at relevant times throughout the school year.

Values Framework

All those who teach aspects of RSE within school will be guided by the following values which work in conjunction with our Federation vision. The teaching of RSE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

RSE in context of the wider curriculum

Opportunities for learning about RSE can present themselves at any time in a school environment, and it is important that children feel they can discuss issues openly with staff with no judgment. Notwithstanding, there are also specific topics of RSE that fall within other subjects:

- RSE is further taught as part of Personal, Social and Emotional Development (PSED), Understanding the World and RE in the EYFS.
- Throughout KS1 and KS2, RSE is further discussed within the PSHE programme.
- Biological aspects of RSE are taught within the Science curriculum (see below)
- Some moral aspects are explored within RE.
- In addition to timetabled lessons, bespoke lessons are taught and revisited to match the needs of individual classes.

Science Curriculum

Year 1 Statutory Requirements

Pupils should be taught to:

- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*

Year 2 Statutory Requirements

Pupils should be taught to:

- *Notice that animals, including humans, have offspring which grow into adults*
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*

(Year 3 & 4 Statutory requirements are not related to RSE objectives)

Year 5 Statutory Requirements

Pupils should be taught to:

- *Describe the changes as humans develop to old age.*
- *Describe the life process of reproduction in some plants and animals.*

Year 6 Statutory Requirements

Pupils should be taught to:

- *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*
- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts. Teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Scientific language for body parts will be gradually introduced from Year 1. This removal of the stigma which sometimes surrounds naming our body anatomically protects children, enabling them to discuss any concerns with doctors and safeguarding professionals as needed.

Dealing with Difficult Questions

Staff will answer questions as fully as is age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Staff may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to ensure an appropriate answer is given. Staff can refuse to answer a question that they feel is inappropriate. Staff will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a member of staff does not answer a question, the pupil will have the reasons for this decision clearly explained to them. The staff member will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

The following ground rules should be adhered to:

- All pupils will be listened to and respected when opinions are passed
- Staff must be aware of different backgrounds, religious and cultural differences.

Equal Opportunities

It is important to ensure that all pupils are given equality of opportunity and access to RSE within the curriculum. The Federation will ensure that provision meets the needs of all children respecting pupils' different abilities, level of maturity and personal circumstances, for example faith, culture, sexual orientation, and gender identity. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with identified needs.

Safeguarding / Confidentiality

Staff need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of information which may be of concern. If staff have any reason to believe a pupil is at risk, they will speak to the Designated Safeguarding Lead and follow the school's safeguarding procedures. A member of staff will not promise confidentiality if concerns exist.

Appendix 1

Template for Letter to Parent/Guardian

APPENDIX 1:

Letter to Parent/Guardian

Dear Parent/Guardian

Our schools pride themselves on delivering effective, age-appropriate relationships and sex education (RSE) lessons that meet the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE delivers a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated through primary to enable a deeper exploration of the related issues.

We would like to take this opportunity to reassure parents and carers that none of the teaching materials or strategies are designed to shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, allowing your child the opportunity to consider the information given and develop their own values, attitudes and opinions. We encourage you to discuss your child's Relationship and Sex education with them at home. This is an opportunity for you to share your family values in relation to these topics, establishing your home as a place of communication about emotions, the human body and relationships.

If you would like to know more information about our programme of relationships and sex education and receive some useful handouts, please attend our parent's information session on _____ at Spixworth Infant School at _____. This session is for both Infant school and Junior school parents.

Please feel free to contact either school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

Ms. Heallen Payne, Ms. Denise Mattock and Ms. Heidi Jordan