Relationships Education Policy Including SRE

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Relationships Education Policy - Including Sex Education (RSE)

Aims

Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It:

- enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships
- equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community
- explores risks, choices, rights, responsibilities and attitudes
- helps pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line
- enables pupils to explore their own attitudes and those of others respectfully

Legislation and guidance

- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- National Curriculum 2014
- PSHE Association programme of study

Definition of RSE

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Year 5 and 6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively. We will ensure there are positive educational reasons for each method of delivery.

RSE Content/Teaching Objectives

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHE
- Other curriculum areas, especially Science and ICT
- Enrichment activities, especially our assembly programme, ELSA programme, Zones of Regulation programme, growth mindset approaches, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities and activities carried out as part of our development as a healthy school.

Curriculum organisation

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocation and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships

- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

Roles and Responsibilities

Headteacher, SLT and Subject leader

The Headteacher, SLT and Subject leader are responsible for ensuring that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers

Governors

It is the role of governors to ensure that:

- the Relationships Education Policy will appear annually on the agenda at one of the local governance committee meetings.
- through consultation, that the Relationships Education Policy reflects the needs and views of our community

Teachers

All teachers are responsible for:

- Implementing this policy
- Planning and delivering high quality lessons that meet the needs of all learners which follow the Cambridgeshire PDP
- Liaising with parents in the first instance for any queries or concerns
- Informing parents about the content which children will experience each half term
- Organising parents information evenings where applicable
- Recognising signs of coercive and exploitative relationships. At this point teachers will use their knowledge gained from the prevent strategy to recognise any signs of exploitation and address this according to the prevent agenda

Working with Parents

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We encourage this partnership by:

- Informing parents about the content that children will encounter in each unit
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins or phone calls
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

Monitoring and Evaluation
We will ensure that:

- The objectives set out by the Cambridgeshire PDP are taught – prioritising the bold, statutory objectives and then selecting other objectives appropriate for the cohort
- The learning has been presented in the school planning document to create cohesion between year groups who are covering the same objectives.
- A range of data is used to monitor the provision for RSE - learning walks, pupil voice, parent voice, staff voice, planning scrutiny, book looks

Links with other policies

- PSHE policy
- Promoting positive mental health and wellbeing policy
- Equality information and objectives policy
- SEND provision and inclusive education policy
- Safeguarding and Child protection
- Anti Bullying policy
- E-safety
- Healthy Lifestyles
- Keeping children safe in education
- Behaviour policy

Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction, puppets, case studies, role-play, videos, theatre in education* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Confidentiality

At our school we act in accordance with the 1989 Children's Act with regard to confidentiality. However, the school undertakes to inform parents fully of any serious concern or incident within school. The school will also inform Social Service if necessary for guidance or action.

Sex Education

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked to share their views and to consider the school's aims for Relationships Education. Parents/carers have been consulted directly by survey and sharing lesson content documents. They have been represented by the Trustees, when the policy has been discussed at Trustee meetings.

Further consultation will be carried out when the policy is reviewed.

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

<u>EYFS Framework</u>

<u>Year 1 / 2 Framework</u>

<u>Year 3 / 4 Framework</u>

<u>Year 5 / 6 Framework</u>

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know

5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter or email about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the class teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. They will then refer to their class teacher and the PSHE leader for any further advice. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.