



Faldingworth Community Primary School
and
Normanby by Spital Primary School



Relationships and Sex Education Policy

Adopted:

Review date:

Signed: (Chair of Governors)

Signed: (Headteacher)

Faldingworth Primary School and Normanby by Spital

Relationships and Sex Education Policy

Introduction

This Fair Acres Federation policy covers our approach to Relationships and Sex Education and has been written in consultation with all staff and agreed by our Governing Body. This policy is published on our school website <https://www.faldingworth.lincs.sch.uk> and <https://normanby.lincs.sch.uk/> and is freely available to parents upon request.

The teaching of Relationships and Sex Education (hereafter referred to as RSE) at both schools will take place as part of the School's ethos, where consideration will be given to the teachings of other world faiths.

RSE will be firmly rooted within the curriculum framework for PSHE and presented as a progressive curriculum beginning in Foundation Stage, following right through to Year 6 and beyond, including liaison with the relevant Secondary Schools on transfer.

The government requires that Relationships and Sex Education will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. This focuses on:

- Different types of relationships, including friendships, family relationships, dealing with strangers.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.

Definition of Sex and Relationships Education

RSE is 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care.' (QCA, 2000). Relationships and Sex education at Fair Acres Federation encompasses teaching of sex, sexuality and sexual health, as well as friendships, family relationships and e-safety.

It is recognised that as well as school, it is also the responsibility of parents to teach this subject at home and that as with all other subject areas, the school and parents work as a partnership.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation, but be firmly rooted within the framework for PSHE/Citizenship and the National Curriculum.

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHEE (Personal, Social, Health and Economic Education) will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of KS1 and KS2 as well as the Foundation Stage. It will be overseen by the Headteacher and Governors.

Aims and Objectives

The aim of RSE is to help students develop a healthy, safer life style. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help young people develop self-esteem, responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

The foundation of our RSE programme is to develop pupils' knowledge, skills and attitudes so:

- that they make informed choices about their behaviour.
- feel confident and competent about acting on these choices.
- move with confidence from childhood through to adolescence.

This underpins our aims and objectives of our RSE programme which are to:

- Promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- Provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- Emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- Develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;
- Present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century;
- Create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- Work closely with parents, carers and governors in the dissemination of information on RSE and develop a partnership approach thus ensuring that all pupils receive the best RSE; and

- Give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.

All of these objectives contribute significantly to the five outcomes for 'Every Child Matters' (Children's Act 2004) – that pupils 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

Assessment

The schools in the Fair Acres Federation will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for these subjects, there are some areas where teaching staff are strengthening the quality of provision, and demonstrating children's progress through POP Tasks (Proof of Progress).

Diversity and Inclusion

We teach in one of the most ethnically diverse countries in the world. In a class we may have pupils from a variety of cultures and with a variety of faiths. These cultures and faiths often hold views, perhaps strong views, about sexual behaviour. It is essential that we are sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial and scientific information. Schools, like all public institutions have specific responsibilities in relation to equality and protected characteristic groups. It is important that RSE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time.

We consider it is important to teach RSE and in KS1 it includes laying foundations about growth and change and respect for one another, this is built upon in KS2 and also prepares pupils for the changes of puberty.

Curriculum

At Key Stages 1 and 2, RSE is delivered through the Science; PSHE and R.E curriculum programmes (refer to individual policies). Learning outcomes for pupils are identified in Appendix 1. In the Early Years Foundation Stage, pupils are taught elements of RSE relevant to their age and maturity. The following topics are taught through the Science and PSHE curriculum programmes.

- Body Parts (KS1 & 2)
- Emotions and Feelings (KS1 & 2)

- Friendships (KS1 & 2)
- Healthy Relationships (KS1 & KS2)
- Growth, Development and the onset of Puberty (KS2)
- Periods (KS2)
- Pregnancy, Birth and Babies (KS2)
- Rights and Responsibilities (KS1 & 2)
- Safety (KS1 & 2)
- Self-Esteem (KS1 & 2)
- Sexual Language (KS2) including correct vocabulary and an acknowledgement of slang words
- Stereotypes (KS2)
- Who can help? (KS1 & 2)

Organisation

Class teachers deliver RSE. A variety of teaching methods and resources are used to deliver the RSE programme including circle-time, relationship building games, videos, books, 3D models, photographs, charts and posters.

The RSE curriculum is organised in a spiral which develops themes/topics taking into account the age and maturation of the students. This means that all topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups. A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.

Before any lessons begin the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. Parents do not have the right to withdraw their child from any of the RSE programme, other than sex education itself, including the biological aspects of human growth and reproduction that is part of the National Curriculum science. Information will be shared with parents/carers about sex education and when it takes place. Requests should be made in writing to the Headteacher. A copy of withdrawal requests will be placed in the students' educational record.

Resources

All resources used in this topic will be carefully and sensitively selected. They will be appropriate in style and content to the age of children for which they are used.

Outside speakers, e.g. charities, agencies and statutory authorities may be invited to speak to pupils. Teaching staff will be present when colleagues are working with a teaching group and will be responsible for preparatory or follow-up work as appropriate.

All adults visiting the school will be made aware of the school's policy on 'Confidentiality' and will be asked to sign a confidentiality agreement (available separately). They will also be made aware of other relevant policies as and when relevant.

Sensitive Issues

It is inevitable that controversial issues may occur as part of RSE. The issues will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias.

Account must be taken of different viewpoints, e.g. different religious beliefs. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

Inclusion (Equal Opportunities and SEND)

Fair Acres Federation is an inclusive organisation. Students with special educational needs and disabilities will, wherever possible, follow the main stream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all students. Appropriate interventions will be made to enable the school to handle SEN as appropriate on an individual basis.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Lesbian, gay, bisexual and transgender (LGBTQ+)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Within the PSHE framework, teachers will teach students to develop skills to enable them to understand differences and respect themselves and others. It will ensure that the content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying.

Provision for Pubertal Pupils

Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E or swimming. However, physical activity is encouraged as it improves blood flow and reduces the cramping associated with periods. Girls starting their periods have unrestricted access to sanitary facilities kept by Year 6 teachers. Sanitary bins are provided in the girls' toilets. Female members of staff are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods.

HIV Disclosures

Staff will manage the disclosure calmly. Information will be shared with SLT They will meet with parents and reassure that the information will be kept confidential in the school. The staff will seek advice and guidance from clinical staff.

Staff will discuss and be aware of the procedure for HIV Disclosure and be aware for the need of confidentiality

Child Protection Issues and Confidentiality

15. Safeguarding and child protection

RSE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children to understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our pastoral system and safeguarding arrangements. If the school has any reason to believe a pupil is at risk, advice from Lincolnshire Child Protection Team will be sought. We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many ways, including on-line bullying, sexting, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and contributes to effective safeguarding.

Any disclosures made to members of staff are directed to the designated Child Safeguarding lead (Head Teacher) or the Deputy DSL, who then makes the decision to inform further agencies where deemed necessary. Confidential advice and support is made available to pupils requiring it.