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This policy was developed in response to:

- Keeping Children Safe in Education, 2020
- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2019).
- Equalities Act 2010
- Children and Social Work Act, 2017
- Sexual Abuse in Schools, 2021

It has been developed initially by the Executive Headteacher.

**2. The Consultation Process has involved:**

- Review of RSE curriculum content with staff and governors
- Consultation, agreement and implementation with, of policy by school governors, staff, and parents/carers during the Autumn Term of 2020/21.

**3. What Is the Purpose and Vision for Relationship Education? What is Sex Education at Primary School?**

Relationships Education is lifelong learning about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is a key part of our Personal, Social, Citizenship and Health Education (PSCHE) and Social, Moral, Social and Cultural (SMSC) provision, and is an important aspect of preparing our children for life in Modern Britain.

Sex education at primary school is about ensuring that children are adequately prepared for learning at secondary school – and for the information which they are receiving through the media, online and 'everyday life' – delivered in an age appropriate manner. Specifically at primary school, the key areas discussed with children, which go above the KS2 science programme of study are:

- What is 'Sex' and 'Sexual Intercourse'?
- How does the sperm reach the egg?
- How do families with same-sex parents make a baby? (Brief)
- Does conception always happen or can it be prevented?\*

\*Importantly, each class of children will be reviewed for maturity and some of the learning opportunities will be based on children's questions. Detailing specific learning intentions allows teachers licence to answer these questions should they arise.

A cornerstone of this provision is that it takes place within a safe learning environment and within a 'spiralling curriculum' – so children can revisit concepts and topics several times, going deeper each time, across their time at primary school.

#### **4. Principles and Values**

In addition we believe that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

**We see Sex and Relationship Education as having three main elements:**

##### **Personal and Social Skills**

- managing emotions within relationships confidently and sensitively.
- developing positive self esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

##### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, and marriage.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

### **Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

## **5. Aims**

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions. Our RSE programme aims to prepare pupils for an adult life in which they can:

- feel confident to ask questions, seek answers and be interested in themselves
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **6. Organisation and Content of Sex and Relationship Education**

*Cambrai Primary School* specifically delivers sex and relationship education through its PSHCE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the sex and relationship education takes place within PSHCE lessons. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The school PSHCE Programme and Science National Curriculum are taught in every year group from year 1 onwards.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Pupils are always provided with an opportunity to ask questions anonymously, should the content be more challenging, e.g. puberty or reproduction.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme. The School Nurse may also be involved in the delivery of some sessions – in an 'Ask the Expert' capacity.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

For specific content of each year group, please see the accompanying document 'PSHE Curriculum' and see our school website, where our curriculum is shared.

## **7. Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Executive Headteacher. Before lessons which some groups may want to discuss, the content is highlighted in parental newsletters to allow for an opportunity of discussion and clarification.

### *Pupils with Special Needs*

SEND learners may become some of the most vulnerable adults in society. We will give special consideration to ensuring that pertinent topics such as grooming, consent and bullying are covered and re-visited as much as possible, in order to prepare them as effectively as possible for the world outside of primary school. We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Children with significant SEND needs are expected to understand the concepts of RSE at a 'stage appropriate'

level and will be supported by specialist staff and families when appropriate. Some content may be prioritised over others for some individuals. Where a child may find a particular concept challenging, we seek to consult with specific SEND PSHE curriculum documentation below to look at how we can adapt the curriculum even further.

<https://pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

### *Sexual Identity, Gender Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter who that relationship is with. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. Such issues often occur outside of PSHCE lesson time, e.g. from texts children are reading or TV they may discuss. Teachers are aware that 'incidental' teaching is key in all aspects of RSE.

## **8. Right of Withdrawal of Pupils from Sex and Relationship Education**

Parents are not able to withdraw children from general PSCE lessons or those focussing upon relationships education. This is detailed in the DFE publication 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'.

Some parents, however, prefer to take the responsibility for the sex education aspects of education. They have the right to withdraw their children from all or part of the sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Executive Headteacher at the earliest opportunity as upcoming sensitive lessons are always included in class newsletters to allow for discussion time. Parents and carers are welcome to review any RSE resources the school uses.

## **9. Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Children are not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving children should always be discussed with the nominated child protection lead.

The curriculum is underpinned with key safeguarding elements throughout – teaching children about privacy, rights and responsibilities in relation to themselves and others.

## **10. Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Executive Headteacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in monitoring and evaluation exercises led by the Leadership Team and subject coordinator.

The local governing body is responsible for approving, overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum. The policy review is built in to the annual cycle of key policies which must be revisited by the Governing Body each year as part of this process.

The local governing body will make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy, curriculum and on support and staff development, CPD and delivery.

**DFE Policy Requirements:** all included within this policy.

Date of Implementation: December 2020. Reviewed 2021

Review Date: December 2022

**Signed:**

Headteacher:



Chair of Governors:

