



EDWARD THE ELDER
Primary School

Relationships & Sex Education Policy

Reviewed: September 2020
Next Review: July 2021

Subject leader: K Evans
Head of School: B Highman

Elston Hall Primary School
Relationships and Sex Education (RSE) Policy

Member(s) of staff responsible: K Evans

Background Information

Edward the Elder is a one form entry primary school situated in the Wednesfield area of Wolverhampton. It serves an area with a significant degree of deprivation (around 40%+ of pupils are entitled to FSM). Nearly all pupils speak English as their first language. Attainment on entry to the Nursery is below average.

Type of school: Primary

School category: Multi Academy Trust

Age range of pupils: 3-11

Gender of pupils: Mixed

Number on roll: Around 250

Edward the Elder School - Our Shared Vision:

Edward the Elder Primary is a school where all learners are happy, in an environment based on trust and support. We will settle for nothing less than excellence in our drive for achievement wherever this can be found.

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

Policy Statement

This policy is shared by schools in our MAT, but individual schools will take a more local approach to some of the elements covered within this policy, most notably curriculum content and parental engagement, to meet the needs and priorities of the school community. This policy is a working document which aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors.

Definition of RSE

Relationships & Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Elston Hall MAT we believe that that our pupils need to be educated in relationships and sex education (RSE) themes as part of a broad and balanced curriculum which develops the whole child.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

At an appropriate age for our children it is also about the teaching of sex education, as part of National Curriculum Science and, at the decision of individual schools, via additional non-statutory provision to complement this. However, RSE is taught, it is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond.

RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, and emotionally safe. It is important that pupils are aware of their own bodies and feelings. They need to be educated about any changes that may occur as they grow and to become comfortable with these.

At Elston Hall MAT, we believe that effective RSE has three main elements:

1. Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;

- Valuing diversity; an acceptance and exploration of difference, promoting equal opportunity e.g. by considering gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making.

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Developing communication skills
- Learning how to recognise and avoid exploitation and abuse.
- Reflecting on and evaluating information and opinions, and understanding the impact of external factors, such as the media, internet and peer pressure.
- Being assertive and an independent decision maker

3. Knowledge and Understanding

- Learning and understanding physical development through age-appropriate information
- Understanding human sexuality, reproduction, emotions and relationships
- Developing understanding of important knowledge, so correcting misconceptions and misinformation.
- Knowing what is and what is not illegal in matters relating to sexual activity.

For this all to happen and for pupils to develop into mature, confident adults, they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect. We fully embrace the viewpoint of the Secretary of State for Education in the Department for Education (DfE) statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2019':

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."

Secretary of State for Education

Please note, for the purposes of this policy we also define Relationships Education (RE) as any theme and topic that is required content by the DfE within that section

of the statutory document. This will be delivered as part of our PSHE education programme of study.

In line with statutory guidance, we define Sex Education (SE) as:

- Any non-statutory sex education content delivered as part of our PSHE education programme. Any individual session which this applies to is clearly identified within each individual school's curriculum overview in the appendices.

Statutory sex education content is also part of National Curriculum for Science. (See appendix 1 for further information on relevant content)

Please note that DfE guidance from 2020 also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will also be covered in an age-appropriate way within our PSHEe programme.

Statutory regulations and guidance

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Related policies

Other related policies and documents include the PSHE policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy, Behaviour Policy and Promoting Race Equality document.

Moral and Values Framework

The Relationships & Sex Education programme at Elston Hall MAT reflects our shared ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equality & inclusion

The school is committed to the provision of age-appropriate Relationships & Sex Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs.

Aims and objectives of our RSE programme

The aim of Relationships & Sex Education is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of relationships.

As part of our PSHE education programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child and enables them to successfully manage the challenges they face as they grow up.

All non-statutory sex education lessons will be tailored to meet the needs of pupils and the local community and will be delivered at age-appropriate points across the curriculum and clearly identified. Parents will always be consulted on any non-statutory elements.

We believe that this view supports current DfE guidance which states that:

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department

continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

Content and delivery of RSE

The curriculum model we use is based upon best practice as established by the PSHE Association. This ensures that our delivery is age and stage relevant.

Organisation

Relationships & Sex Education (RSE) is co-ordinated by K Evans and is taught within the PSHE programme through Key Stages 1 and 2. The school uses a variety of resources to support teaching which are listed in our Medium Term Planning. Biological aspects of RSE are taught within the National Science Curriculum.

RSE is delivered by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. A range of teaching methods which involve pupil's full participation are used to teach relationship and sex education.

Elements of RSE in the Science curriculum are assessed formally. Assessment of the RSE programme outside of Science is conducted using a variety of formal and informal activities which have been built into the programme. Children's learning is recorded in individual books with any whole class learning in class floor books. Teachers are required to keep their own personal evaluation of each lesson which are used by the subject leader to inform future planning.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

Curriculum content

This is detailed in our long and medium term plans which are on our school website. Statutory objectives are highlighted in bold.

Our Relationships & Sex Education programme aims help prepare our children for adult life and to provide age-appropriate information or pupils so that they can:

Key Stage 1

- Learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other

- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.
- Raise self-esteem and confidence, especially in their relationships with others
- Learn to respect and care for their bodies
- Learn to identify their emotions and those of others

Key Stage 2

- Provide the knowledge and information to which all children & young people are entitled to
- Develop the skills they need to lead a healthy safe lifestyle
- Help children & young people make informed choices, to develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities
- Develop the ability to form positive, non-exploitative relationships
- Learn to respect and care for their bodies
- Understand their emotional and physical development
- Learn to identify their emotions and those of others
- Learn how to ask for help and access information, advice and support from services
- Inform children & young people about how to access further information and support
- Understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers
- To have the confidence and self-esteem to value themselves and have empathy and respect for individuals
- Generate a supportive atmosphere where age appropriate questions can be asked and answered openly (within the school's guidelines for confidentiality and safeguarding) and trust and confidentiality are ensured.
- Be aware of the personal, psychological, emotional and physical changes in themselves and in others
- Acquire information about relationships, puberty, conception
- Be prepared for puberty and adulthood
- Understand the processes of human reproduction

Teaching and learning approaches

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum.

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RSE. These will include:

- use of circle time
- film-clips
- scenarios/case studies

- stories
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

Ground Rules

The use of ground rules and our MAT and individual school core values are fundamental tools in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

- Listen carefully
- Take turns to speak
- Respect each other's contributions and opinions
- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

Dealing with questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked

- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Elston Hall MAT believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective lessons as required.

Monitoring and evaluating RSE

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

We aim to monitor the effectiveness of our RSE provision through:

- Lesson visits
- Work scrutiny
- Monitoring of planning
- Pupil feedback
- Staff feedback

Teachers will critically reflect on their work in delivering RSE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE/RSE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful.

Working with parents/Parental right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Elston Hall MAT, we are committed to working closely with parents to ensure that we create the best possible curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics.

Whilst we believe that all of the content within each of our school's PSHE/RSE & Health Education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required. Statutory objectives are highlighted in bold in our medium term plans.

At the beginning of summer term, all parents will receive a letter informing them of their children's forthcoming RSE lessons, including any non-statutory sex education content. Those parents/carers wishing to exercise their right to withdraw their children from lessons are invited in to see the PSHE Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

If parents still wish to withdraw their child from Sex Education lessons, then this request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Confidentiality & Safeguarding

Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead.

Whilst teachers conduct RSE lessons in a sensitive manner and in confidence, children are informed that teachers cannot guarantee absolute confidentiality if they or someone else may be at risk of harm. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead – B.Highman.

Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

Sexual Identity and Sexual Orientation

Edward the Elder Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly, sensitively, and in an age-appropriate way with sexual orientation, answer appropriate questions and offer support if needed. We do not use sex education as a means of promoting any form of sexual orientation.

Policy consultation, development and review

We view the partnership of home and school as vital in providing the context around the themes covered to all our children. This policy has been written in consultation with governors, staff, parents, children & young people and the wider community as representatives of our schools.

As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education/RSE. Schools must consult parents in developing and reviewing their policy and Relationships Education curriculum. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

At Elston Hall MAT, we empower our schools to work with their local communities to ensure that any local policy and practice is reflective of the school's community and best meets the needs of pupils. This can be achieved by:

- Pupil voice activities to ensure pupils views are considered
- Staff review – lead by the PSHE/RSE subject lead to capture staff experience

- Governor/Trust board review and agreement
- Information sharing meetings

This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance.

This MAT wide policy is approved by Chair of Trustees

Individual school appendices are approved by the Local Governing Body

Roles & responsibilities

It is important to acknowledge that the whole school community has a part to play in the effective delivery of this policy and the curriculum. These are summarised below.

Governors/Heads/SLT will:

- Oversee all aspects of this policy
- Develop this policy and review it on a regular basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Ensure that our schools are fully compliant in delivering statutory requirements within Relationships Education
- Communicate openly with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Subject lead will:

- Oversee the day-to-day operation of the school's RSE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of RSE
- Develop, review and monitor the teaching of RSE and the school policy as requested by the Head
- Report to governors/SLT on the subject as required

Staff will:

- Engage in professional development training around RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE and that their practice reflects this

- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with special educational or additional needs
- Provide regular feedback to the subject lead on their experience of teaching RSE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

Parents will:

- Share the responsibility of RSE to support their child's personal, social and emotional development.
- Engage with their children to continue learning about matters that have been raised through the subject in school and extend their learning appropriately.
- Engage in any consultation/information around RSE to ensure that our school curriculum best meets the needs of children
- If needed, seek additional support from the school where they feel it is required

Dissemination

All staff members and governors receive a copy of the RSE policy. Training is delivered as appropriate to staff on the policy content and relevant themes.

Copies are available from the school office on request from parents. A copy of this policy can also be found on individual school websites.

Appendix 1

Statutory Provision of RSE under Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 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 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

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

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

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

“The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online”.

Taken from the National Science Curriculum last updated in 2015.