



Newlands CofE School Federation



Roots to grow... wings to fly

Relationships and Sex Education Policy 2021

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RELATIONSHIPS AND SEX EDUCATION POLICY

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1. RSE Aims and Objectives

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. The aim of RSE is to provide children with age-appropriate information, explore attitudes and values, build knowledge and develop life skills over time in a way that prepares pupils for issues they will soon face and to help them to make positive decisions about their health-related behaviour.

Newlands Federation schools will ensure children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. Children will develop their understanding of their rights and responsibilities when developing relationships in all areas of life; in the classroom, on the playground and in the wider community. Kindness and consideration will be at the heart of RSE teaching and learning.

2. Policy Aims

The RSE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self-esteem and confidence, especially in their relationships with others and the way in which they value themselves
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities as well as to cope with the influences of their peers and the media
- To develop pupils' understanding of the importance of a healthier, safer lifestyle
- To help pupils learn to respect and care for their bodies
- To be prepared for puberty and adulthood
- To teach about sex, sexuality and sexual health
- To teach RSE in accordance The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 which makes Relationships Education compulsory for all pupils receiving primary education.
- To help pupils, parents and carers learn how to gain access to information and support
- To provide a description of how RSE is delivered, monitored and evaluated in our schools

Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children.

3. Learning Outcomes of the RSE Curriculum

During Foundation Stage children learn about the concept of male and female and about young animals. They are encouraged to use accurate terms for all body parts. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. By the end of the Early Years Foundation Stage children will be aiming to meet the Early Learning Goals which include; showing an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, setting and working towards simple goals and being able to wait for what they want and control their immediate impulses when appropriate. Children will also learn to work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs.

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the

human body, including the sexual organs: penis and vagina. They will also be able to explain that people grow from young to old.

By the end of the 4 years in Key Stage 2, pupils will have had the opportunity to express their views and respect the views of others. They will have practiced skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

The following learning outcomes are taken from OFSTED Sex and Relationships, OFSTED (2000) and guide the teaching of RSE in our schools, alongside the PSHE Association Curriculum (guidance 2016).

By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the human body
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- recognise that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are similar and different from others and that they have some control over their actions and bodies e.g. being able to ask for, to give or deny consent for personal contact such as hugs or high fives
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people which help to make them unique
- how their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- respect other people's viewpoints and beliefs, for example their parents and carers
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and wellbeing and that of others

- discuss moral questions
- listen to and support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impacts on forming attitudes
- how to stay safe in the virtual world and that their online presence and behaviour should reflect their behaviours in the real-world
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Pupils will have considered:

- the diversity of lifestyles as outlined above
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help both in real world and in online situations
- the diversity of values and customs in our schools and in the communities
- the need for trust and love in established relationships.

4. Roles & Responsibilities

The Governing Body is responsible for:

Approving the RSE policy and holding the Headteacher to account for its implementation. It will monitor provision to ensure that:

- All pupils make progress in achieving the expected educational outcomes in RSE
- RSE is 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
- RSE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Headteacher is responsible for:

- Ensuring that RSE is taught consistently across our schools
- Managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

The PHSE Coordinator is responsible for:

- Accessing courses or INSET opportunities to assist staff involved in the delivery of RSE
- Supporting the Headteacher in the monitoring and evaluation of teaching and learning of RSE
- Liaising with Governors and all stakeholders about the teaching and learning of RSE

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Recognising that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. 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 a different opinion.

Training is regularly delivered to staff on the policy content.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

5. The Organisation of RSE

RSE is taught within the PSHE programme at Key Stages 1 and 2. Biological aspects of RSE are taught within the science curriculum and some moral aspects are taught within RE.

- A range of teaching methods which involve pupils' full participation are used to teach RSE. These include the use of small group work, discussion, case studies, drama and role-play. RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship.

Within the Newlands Federation, the main content of RSE is delivered in PHSE lessons. It is also taught within Science, and we use circle time to promote and discuss issues where appropriate. Whilst relationships education is taught throughout the year, parents of the relevant years will be informed at the beginning of the half term when puberty and sex education will be taught.

- Whilst RSE is taught in Early Years and both key stages, learning is scaffolded to ensure that it is coherent and age appropriate across all key stages.
- Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning.
- RSE is normally delivered by the class teacher to mixed groups of pupils other than when it is deemed more appropriate for topics to be covered in single sex groups.

6. Use of Visitors

'Visitors should complement but never substitute or replace planned provision. It is the PSHE Co-ordinator's and teacher's responsibility to plan the curriculum and lessons.' Sex and Relationship Guidance DfE 0116/2000 P 29

The PSHE Co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance

- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

7. Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts such as penis and vagina, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

8. Dealing with sensitive and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way.

If staff are faced with a question that they do not feel comfortable answering within the classroom, techniques such as distancing or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

9. Withdrawal of Students from RSE and Complaints Procedure

Whilst parents do not have the right to withdraw their children from relationships education, they may contact the Headteacher to withdraw their child from the non-statutory components of sex education within RSE who will clearly outline the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

Any complaints about the content or delivery of RSE should be addressed to the Headteacher.

10. Equal Opportunities

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief, age, culture, disability, sexuality, language special needs, disadvantaged or any other grouping. Through RSE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter. In line with equal opportunities we will:

- Actively promote non-sexist language
- Discuss issues of equal opportunities
- Develop a positive attitude to variety and difference

- Deal immediately and appropriately with sexual orientation discrimination on the grounds of sexual orientation. This will be done in a way that preserves the dignity and values of people in society without promoting their actions.

The governing body has wider responsibilities under the Equalities Act 2010 and will ensure that the schools strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or whether they are looked after children.

11. Inclusion

RSE teaching is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Pupils with Special Educational Needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

12. Safeguarding/Confidentiality

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the DfE's Keeping Children Safe guidance. The staff member will inform their school's DSL in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. The child will be supported by a teacher or member of staff throughout the process. This policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSE, via their school office. Teachers will refer to the Safeguarding Policy and apply Safeguarding knowledge when teaching RSE.

13. Monitoring and Evaluation of RSE

Monitoring is the responsibility of the Headteacher, Children and Learning Committee and the PSHE Co-ordinator.

Elements of sex education in the science curriculum are assessed formally. Assessment and evaluation of the RSE programme outside the science curriculum is conducted using a variety of informal activities which have been built into the programme. This could include lesson observation, peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

14. Additional documents that inform the Federation's RSE policy include

- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance DfE 2019

15. Other relevant key Federation policies include

- Safeguarding Policy
- Teaching for Learning Policy
- Accessibility and Equality Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy

Appendix A

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it is not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

APPENDIX B

Key objectives from the statutory Science Curriculum are outlined below:

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense

To notice that animals, including humans, have offspring which grow into adults

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

To identify that humans and some other animals have skeletons and muscles for support, protection and movement

To describe the simple functions of the basic parts of the digestive system in humans

To identify the different types of teeth in humans and their simple functions

To describe the life process of reproduction in some plants and animals

To describe the changes, as humans develop to old age

To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

To describe the way nutrients and water are transported within animals, including humans

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