



Newlands CofE School Federation

A partnership of Shere and Clandon Schools



Relationships and Sex Education Policy

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 and to support them as they 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.

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.

Through our approach to RSE we aim 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.
- Identify and teach the knowledge and information to which all pupils are entitled.
- Raise pupils' self-esteem and confidence, especially in their relationships with others.
- Help pupils to develop skills (language, decision making, choice, assertiveness) to cope with the influences of their peers and the media.
- Develop pupils' understanding of the importance of a healthier, safer lifestyle.
- Help pupils respect and care for their bodies.
- Help pupils prepare for puberty and adulthood.
- Teach pupils about sex, sexuality and sexual health.
- Help pupils, parents and carers learn how to gain access to information and support.

2. Learning Outcomes of the RSE Curriculum

During the Early Years 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 their 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 concerning 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's Sex and Relationships Report of 2000, and guide the teaching of RSE in our schools, alongside the PSHE Association Curriculum (guidance 2016). The federation's long term planning document which forms our progression map and outlines key knowledge and skills, can be found on our school websites.

By the end of Key Stage 1

Pupils will be able to:

- recognise similarities and differences between themselves and others and treat others with sensitivity.
- recognise and compare the main external parts of the human body.
- 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 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 well-being 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.

3. 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 Subject Leader 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.

4. 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.

5. 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.

Visitors are invited into school because of the expertise or contribution they are able to make.

The PSHE Subject Leader 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.

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.

6. 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.

7. 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.

8. 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. The Headteacher 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.

9. Equal Opportunities

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief, age, culture, disability, sexuality, language special needs, disadvantage 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 will experience a programme of RSE at a level which is appropriate for their age and 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.

To ensure equal opportunities we will:

- Actively promote non-sexist language.
- Openly discuss issues of equal opportunities.
- Encourage children to 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 pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or whether they are looked after children.

10. 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.

11. 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.

12. Monitoring and Evaluation of RSE

Monitoring is the responsibility of the Headteacher, Children and Learning Committee and the PSHE Subject Leader.

Assessment and evaluation of the RSE programme 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.

The Governing Body first adopted this policy in September 2021. It will be reviewed annually as necessary.

The Children and Learning Committee is responsible for the review of this policy.

Date of last review: Summer 2023

Date for next review: Summer 2024