



Fleckney Primary School

Relationship and Sex Education (RSE) Policy

Date of policy: 10th May 2022

Policy drafted by: Deputy Headteacher S Allen

Consultation with parents/carers: April/May 2021

Approved by: Headteacher T Leah and on behalf of the Governing Body: Chair of Governors

L Marshall on 10th May 2022

Date of review: Annually

Name of RSE Coordinator: Penny

INTRODUCTION

At Fleckney Primary school, we aim to provide age-appropriate relationships and sex education (RSE) to all pupils as part of the school's curriculum. Our school aims to assure parents and pupils that all aspects of RSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSE will be delivered in a sensitive manner as part of a whole school approach where parents and teachers work in partnership.

This policy has been prepared in consultation with the Headteacher and Chair of Governors. Relationships and Health Education is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned with advice from Leicestershire authority and in consultation with our teaching staff.

Staff will be provided with support and further resources to deliver lessons to pupils. Parents will be consulted and given the opportunity to discuss this policy.

The policy is reviewed and approved by the governing body annually.

1. Policy aims

New guidance from The Department of Education ensures that all children and young people receive good quality RSE education.

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for RSE, drawing on good practice.'

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing understanding and forming positive values and attitudes.

By providing comprehensive RSE, we are not encouraging pupils to become sexually active or knowledgeable about drug education at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions about their bodies and how to keep themselves safe throughout school life and in to adulthood.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

RSE in a Church of England School

The Church of England Education Office and the Leicester Diocesan Board of Education support the government's approach to RSE, including an age-appropriate provision of sex education in primary schools and we will follow the principles in the Church of England Charter for faith-sensitive and inclusive relationships and sex education.

As a Church of England school, we will ensure that our RSE curriculum protects, informs and nurtures all our pupils. We seek to deliver RSE in a factual, non-judgemental way ensuring that teachers do not promote any given viewpoint but rather, provide a balanced approach that acknowledges the wealth of views and opinions of our diverse community and teaches tolerance.

2. Roles and responsibilities

School staff

It is important that *all* school staff feel comfortable to take RSE classes and answer questions from pupils. If a teacher does not feel confident leading RSE discussions, then they will be offered support and guidance from a more experienced member of staff. The school leadership team hold responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, however all staff have been consulted on the content of our and have agreed the content is appropriately pitched for the age and maturity of their pupils.

All teachers will deliver RSE to their class. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in school, team-teaching, or attendance a relevant course.

Governors and senior leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that all RSE is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding all areas of RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE related topics and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to

be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Take it upon themselves to ensure they are up to date with school policy and curriculum requirements regarding relationships, relationships and sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Senior Leadership Team (SLT).
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to SLT.
- Provide regular feedback to SLT on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the school SENDCO or a member of SLT.

When will RSE take place

RE will be delivered throughout the school year and SE during the summer term. Parents/carers will be informed of the exact dates when SE will be taught in the summer term via letter.

Pupils

Pupils are expected to participate in RSE lessons and take them seriously. RSE classes are a very important part of the curriculum, a tool to aid personal development and we expect pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be reminded of the school behaviour policy.

We also hope that pupils will feel comfortable to talk to a member of staff regarding any concerns they have in school related to sex education or otherwise. Staff may take concerns to SLT if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

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

Our school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering RSE.

We will keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered and the content.

The school expects parents to share the responsibility of RSE and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school.

Implementation and curriculum

At the heart of PSHEE subjects there is a focus on keeping children safe, and our school plays an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

The DfE Guidance states that by the end of Primary School pupils should meet criteria under the following RSE topic headings:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

For PSHEE, the guidance states that by the end of primary and secondary school pupils should meet the criteria under the following topics. The content of information will differ to reflect the age and understanding/challenges faced by pupils:

- Mental well being
- Internet Safety and Harms
- Physical health and fitness
- Healthy Eating

- Drugs, alcohol and tobacco
- Health and Prevention
- Basic first aid
- Changing adolescent body

National curriculum for science

As a maintained primary school, we teach the national curriculum for science. At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

In addition to the Science curriculum, we use a scheme called 'Teaching SRE with Confidence' by the Christopher Winter Project to deliver our RSE. The scheme is strengthened by use of video resources and storybooks. This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include links to stimulating teaching and whiteboard materials. These materials have been used to help train thousands of teachers to teach RSE. Every unit has been taught in a variety of school settings and is enthusiastically received by teachers and pupils. CWP have been awarded the PSHE Association Quality Mark for this resource.

- The scheme provides a gentle introduction to some key RSE themes in Reception, Year 1, 2.
- In year 3, children are introduced to the words 'penis' and 'vagina' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene.
- From year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes.
- This learning is built upon in years 5 and 6.

More details on the lesson content for each year group is given overleaf:

CWP Curriculum Overview

- reception
- year 1
- year 2
- year 3
- year 4
- year 5
- year 6
- Additional

Reception Family and Friendship

- Lesson 1: Caring Friendships
- Lesson 2: Being Kind
- Lesson 3: Families

Year 1 Growing and Caring For Ourselves

- Lesson 1: Different Friends
- Lesson 2: Growing & Changing
- Lesson 3: Families & Care

Year 2 Differences

- Lesson 1: Differences
- Lesson 2: Male & Female Animals
- Lesson 3: Naming Body Parts

Year 3 Valuing Difference and Keeping Safe

- Lesson 1: Body Differences
- Lesson 2: Personal Space
- Lesson 3: Help and Support

Year 4 Growing Up

- Lesson 1: Changes
- Lesson 2: What is Puberty?
- Lesson 3: Healthy Relationships

Year 5 Puberty

- Lesson 1: Talking about Puberty
- Lesson 2: The Reproductive System
- Lesson 3: Help and Support

Year 6 Puberty, Relationships & Reproduction

- Lesson 1: Puberty & Reproduction
- Lesson 2: Communication in Relationships
- Lesson 3: Families, Conception & Pregnancy
- Lesson 4: Online Relationships

Additional Folder Year 5/6

- Unit 1: FGM
- Unit 2: Respect and Equality

Terminology

Pupils will be taught the anatomically correct names for body parts. We will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Evidence suggests, adults who abuse children often use code names for private parts and we need to ensure children are aware of terminology in order to keep them safe. Lessons around keeping safe and how private parts are private must be addressed to ensure pupils are not left vulnerable.

Dealing with difficult questions

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- Making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom (unless a child is at risk) and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may seek guidance from SLT who may refer the pupil via parents to other agencies.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher should acknowledge it and not address it in a whole class situation and seek guidance - noting any relevant safeguarding requirements.
- Sometimes children may ask questions about issues that are not part of the planned programme which may show that the taught curriculum is not meeting their needs. This will be fed back to SLT as part of the evaluation and monitoring process.

4. Working Inclusively

Pupils with special educational needs

RSE must be accessible for all pupils. We recognise that RSE provision for pupils with SEND may need to be differentiated or personalised.

All teachers will have responsibility for planning and delivering RSE and Higher Level Teaching Assistants and Teaching Assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSE will follow the school policy.

Withdrawal from elements of RSE

The school aims to keep parents and carers informed about all aspects of the RSE curriculum and urges parents to read this policy. The RSE policy will be made available for them to read at school or online via the school's website.

There is no right to withdraw from the Relationships Education element of RSE as the contents of this – such as family, friendship, safety (including online safety) – are important for all children to be taught to ensure no child is left uninformed and vulnerable.

However, parents and carers have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of the statutory RSE. Their request should be made in writing to the Headteacher. In a primary school, Headteachers can grant a request to withdraw a child from sex education, other than as part of the Science curriculum.

In our school, the Headteacher or a member of the Senior Leadership team will first discuss with the parent or carer the benefits of their child receiving this education and any detrimental effects withdrawal might have on the child before granting the request. A record of the discussion and decision made will be kept by the school.

It is important that parents work in partnership with school to express any concerns so that these can be approached in a sensitive manner. Children and young people who are removed from RSE are often left more confused and can also begin to feel less confident when discussing issues relating to relationships, bodies and growth.

RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life.

Complaints and Concerns

Our school will consult and communicate with parents and carers about the development and content of the RSE policy and elements of the PSHEE curriculum and we would envisage that any concerns will have been addressed. However, parents or carers who have any concerns regarding the RSE/PSHEE curriculum should contact the school in the first instance. Any complaints will be dealt with in accordance with the school's Complaints Policy.

Equality

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Any bullying that relates to sexual behaviour or perceived sexual orientation or discrimination will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

In delivering RSE, our school will comply with the relevant provisions of the Equality Act 2010 under which religion and belief, sexual orientation and gender reassignment are amongst the protected characteristics.

Safeguarding and confidentiality

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **Child Protection and Safeguarding Policy** must be followed. Pupils will be informed prior to delivery of RSE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. If a member of staff becomes concerned that a child is at risk of harm, this must be reported to the Designated Safeguarding Lead, or if they are not available, to a Deputy Designated Safeguarding Lead.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from SLT to decide what is in the best interest of the child.

5. Monitoring, review and evaluation

The educational and personal needs of our pupils are at the forefront of what we aim to achieve. We will continue to monitor and evaluate the work we deliver to ensure it is accessible for all and that it meets the needs of each pupil. To ensure we strive to deliver a relevant and inclusive RSE programme we will review our curriculum and it may include the following means:

- Yearly feedback from pupils
- Yearly feedback from parents
- Classroom observations
- Recording of pupil attendance in PSHE lessons
- Staff peer support
- Pupil and staff interviews/questionnaires
- Pupil/staff/parent surveys
- Samples of pupils' work
- Review of RSE curriculum plan and policy by governors

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents.

6. Support

Our aim is for all pupils to feel safe and confident in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships and sex education.

We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Special Considerations - Menstruation

We recognise that the onset of menstruation can be a confusing time for girls if they are not prepared. We will teach pupils key facts about menstruation and make adequate and sensitive arrangements to help girls prepare for and manage their periods. Sanitary protection products are available in school and disposal units are provided in the Key Stage 2 girls' toilets. Children in year 4 upwards will be informed of how they can request sanitary protection and help in the event of commencing menstruation during the school day.

Signed by

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Chair of governors

Date:

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Headteacher

Date:

This policy will be reviewed annually

Linked policies & guidance

- Child Protection and Safeguarding Policy
- KCSIE Keeping Children Safe in Education
- Behaviour Policy
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>