



# RELATIONSHIPS AND SEX EDUCATION POLICY

Reviewed and revised: January 2024

Signed: .....Chair of Governors

..... Headteacher

Next review: January 2027



***'Building Firm Foundations For Life'***

# Relationship and Sex Education Policy

## Introduction

At Chesterton, we recognise that the school is required by law to deliver a Relationships Education and Sex Education curriculum from September 2020. This is outlined [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

We also recognise that the policy must:

- Define Relationships and Sex Education;
- Describe how Relationships and Sex Education is provided and who is responsible for providing it;
- Say how Relationships and Sex Education is monitored and evaluated;
- Include information about parents' and carers' right to withdrawal; and
- Be reviewed regularly

## Relationships and Sex Education

As of September 2020, it is statutory for schools to deliver Relationships Education in primary schools. We are encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle as set out in the National Curriculum for science.

Health Education is statutory from September 2020 and covers the key facts about puberty and the changing adolescent body. We have adopted the CORAM SCARF curriculum for all year groups and will follow this as our long-term coverage.

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age.

## Moral and Values Framework

RSE will reflect the values of the overall PSHE programme, and will be taught in the context of relationships and changes. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and healthy relationships, based on respect for themselves and for others, at home, school and in the community. We believe that by learning about the diverse world that we live in and its cultural, religious and social diversity, our pupils will be empowered to live their life in all its fullness and be successful in school and beyond.

## Aims and Objectives for Relationships and Sex Education

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

The objectives of Relationships and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self esteem and confidence, especially in their relationships with others.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.

- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

### **How the delivery of the content will be made accessible to all pupils**

The curriculum ensures that the RSE programme has opportunities for both boys, girls and those identifying as transgender to access lessons equally and respectfully. The curriculum covers a variety of ethnic, religious (alongside our RE curriculum) and cultural topics to enhance pupil understanding and promote respect and understanding for the views of different ethnic, religious and cultural groups. The curriculum covers a variety of home and family situations to increase awareness, respect and understanding of various home situations. These are acknowledged and discussed throughout the school journey.

The curriculum acknowledges that, on average, 5% of pupils will define themselves as gay, lesbian or bisexual by the time they reach adulthood. Students may also have family members or friends who define themselves in these terms. The curriculum acknowledges these choices in a sensitive, honest and balanced manner in order to promote respect and understanding.

### **How Relationships (and Sex) Education is monitored and evaluated**

Monitoring of lessons and standards will follow the same whole-school approach as other lessons. In order to ensure that students are making progress and the delivery of lessons enables this progress to take place, we will access the SCARF six half-termly units and assessment opportunities. Following the guidance of the PSHE Association, it is evident that assessment in PSHE and RSE education should not be about levels and grades, but about ipsative assessment. This will enable a comparison on an individual basis of pupils building knowledge in comparison to previous years. This ensures that the personal progress is the measure and not that of grade boundaries and set syllabus, which would be inappropriate for PSHE and RSE.

### **Legal Requirements**

All schools must teach the following as part of National Curriculum Science (Sept. 2013), and parents do not have the right to withdraw their child/children:

### **National Curriculum Science:**

#### **KS1**

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.

## **KS2**

Year 5 pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- 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 the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special education need or disability, family background or economic status.

It is our intention for all children to 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.

Such a programme can successfully follow the outline given below;

### **Foundation Stage**

Children learn and explore the concept of male and female and consider differences between human and animal bodies. They learn about growing and how they are changing and are guided in choices about how to stay healthy (through physical activity and healthy eating etc.) In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE and RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby in Year 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In PSHE and RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationships and Sex Education should focus on the development of attitudes, not just the acquisition of knowledge.

## **The organisation of Relationships and Sex Education**

The Senior Leadership Team, who have responsibility for the wider curriculum in addition to provision for vulnerable learners, are responsible for co-ordinating RSE.

Relationships and Sex Education is delivered through Science, RE, PSHE and circle time activities.

Relationships and Sex Education is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors, such as a School Nurse.

A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These include use of video, discussion, looking at case studies and drama.

Relationships and Sex Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant (e.g. when dealing with menstruation).

Teachers and outside professionals may draw on a variety of resources, but the main source of materials used in Upper KS2 will be the *Channel 4 All About Us – Living and Growing DVD* and its support materials.

Relationships and Sex Education is monitored and evaluated by the Headteacher in consultation with the Curriculum Standards Governor Committee. As a result of this, process changes will be made to the Relationships and Sex Education programmes as appropriate and in light of updated guidance.

### **Specific Issues**

#### **Parental consultation**

The school makes the Relationships and Sex Education Policy available on the school website and a printed copy is available on request. The school informs parents when aspects of the relationships and sex education programme are taught and provides opportunities for parents to view the DVDs and resources being used, should they wish.

Before teaching, information will be shared with families upon the content of the curriculum and information regarding withdrawal will be shared. Should a child be withdrawn from the lessons, they will be given work appropriate to their age group and be invited to sit within another classroom for supervision purposes.

When delivering RSE, parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE as outlined by the DfE (2019). However, this rarely happens - by working in partnership with parents, we feel that they recognise the importance of this aspect of their child's education.

#### **Child Protection / Confidentiality**

We recognise the need for trusting relationships between parents, teachers and children for the effective delivery of sex and relationship education and, to this end, aim to respect individual confidentiality. Nevertheless, 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. In this case, the staff member will inform the Headteacher / Designated Safeguarding Lead in line with the School and LA procedures for child protection and a member of staff cannot promise confidentiality if such concerns exist.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs – for example, arranging a meeting with a School Nurse.

### **Use of visitors**

Where appropriate, we recognise and appreciate the value of visiting expertise in the delivery of RSE and, when appropriate, we welcome the input of professionals, such as a School Nurse. However, we are also aware of the importance of delivering RSE in a secure and familiar environment built on trust between teacher and children. We believe, as stated in the DfE Relationships and Sex Education Guidance (2000), "Visitors should complement, but never substitute or replace planned provision. It is the PSHE co-ordinator's and class teacher's responsibility to plan the curriculum and lessons."

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE. This differentiation will be clearly stated in teachers' planning for such sessions. As with our wider curriculum, all pupils will be given support for learning, emotional, behavioural needs and physical disabilities in order to fully access the content of the lessons.

The teaching of Relationships and Sex Education will be delivered at an age-appropriate level. When children may have a delayed cognitive development, which could hinder the understanding appropriate to their age, family and SENDCo will meet and agree a plan to ensure safety for the pupil.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the Headteacher and governors on the Curriculum Standards Committee. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

### **Sources of Further Information**

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century'
- Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-bullying Policy
- Equality, diversity and inclusion policy
- Keeping children safe in education (2020)
- E-Safety Policy