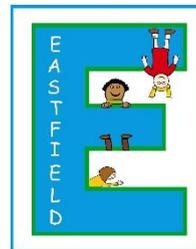


Relationship and Sex Education Policy Statement

Eastfield Primary School



Reviewed: 1st July 2021. Next Review: July 2023

Rational and Ethos

Relationships and 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 RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. Every two years schools across the city are invited to take part in a Health Related Behaviour Survey (HRBS). In 2018 our Health Survey identified three top priorities of relationships, oral health and obesity prevention.

This updated policy statement was produced by Mrs Helen Bird through consultation with key stakeholders: teachers, support staff, children, parents and governors and aims to offer additional support on new issues not included within existing guidance and provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related school policies and documents which run alongside this policy statement include: PSHE curriculum, Science Schemes of work, PE curriculum (Fitness and Health), Computing curriculum (E-Safety and Cyberbullying), Safeguarding, Confidentiality, Positive Behaviour for Learning, Restorative Justice, Inclusion, Anti Bullying, Health and Safety, Equality Policy, E-safety policy and Extreme radicalisation in schools.

At Eastfield Primary School we believe that Relationships and Sex Education (RSE) should be set in the context of clear values, in relation to the six core values we follow in School (Pride, Care, Opportunity, Diversity, Respect and Resilience) , as well as the value of family life, marriage and of loving and stable relationships when bringing up children. RSE should teach children to develop respect, care, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, responsible relationships and to be informed and comfortable with the changes during puberty. We teach pupils to be emotionally safe, as well as digitally safe with e-safety being a vital message throughout school.

Effective RSE at Eastfield Primary School is dependent on partnerships at many levels; between parents and carers, the children and young people as well as between Wolverhampton City Council, local faith communities, health professionals, partners in children's services and the voluntary community.

At Eastfield Primary School we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. We deliver a developmental, planned programme that is integrated into the curriculum and delivered over an extended period.

Eastfield Primary School believes that Relationships and Sex Education (RSE) has four main elements:

1. Attitudes and values – developing a moral code:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups
- Learning the value of love, respect and care; honesty and loyalty in relationships
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media 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 – important life skills:

- Personal 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
- Taking responsibility for one's own actions and learning
- Communication skills
- Listening sensitively to others' opinions
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment
- Reflecting on and evaluating information and opinions, and understanding the impact of external factors, such as the media, internet and peer pressures
- Being assertive and an independent decision maker

3. Negotiating with friends and others :

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgements about what to do, and acting accordingly
- Solving problems
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

4. Knowledge and Understanding:

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

Roles and Responsibilities

- This policy was developed in consultation with the PSHE Leader, the Local Authority PSHE advisor and the Head teacher, as well as seeking feedback from our key stakeholders: teachers, support staff, children, parents and governors
- Teachers and support staff are responsible for the delivery of lessons and key RSE messages

- Teaching staff receive ongoing training, when required, to support with developing awareness and needs
- The PSHE leader will deliver training and resources to key staff members who teach weekly PSHE lessons
- The PSHE leader will monitor and report to the Link Governor, Head Teacher and Governing Body at Eastfield Primary School
- The Headteacher will oversee the curriculum and policies and deal with issues concerning withdrawal
- The LA advisor can support with subject development, sharing best practice, updating any national guidance/training, LA trends
- The DSL will check policy for safeguarding compliance and deal with any safeguarding matters should they arise
- Parents / carers will be responsible for working in partnership with school by being conversant with school policy and supporting learning within the home environment

Legislation (statutory regulations and guidance)

From September 1st, 2020 we are required to teach Relationships and Health Education as part of mandatory statutory requirements. See current legislation compliance below:

- 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 – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (published July 2019).

Curriculum Design

Our RSE program is an integral part of our whole school PSHE provision. It is also supported by statutory requirements set out in the National Curriculum for Science. Details of our curriculum can be viewed via the curriculum section on the school website, in particular The Curriculum Overview and Curriculum Statement. We use a variety of approved resources and external visitors to deliver our RSE Health and Relationships curriculum. The curriculum model we use is based upon best practice as established by national organisations such as the PSHE Association, Sex Education Forum, Brook Advisory Service and Local Authority resources which will ensure that our delivery is age appropriate. Our approach will ensure inclusivity as part of our school ethos. We will ensure differentiation within delivery as outlined in our Learning, Teaching and Curriculum policy and cater for children with SEND. Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on each topic and year group. Please refer to the PSHE skills overview document and medium term planning for PSHE.

In each year group we teach three core areas: Relationships, Health and Well-being and Living in the Wider World. These core areas are delivered across school through a programme of work on:

<u>Year Group</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Reception	Building Healthy Communities – making relationships, my class, my school	My Body – body parts and keeping clean Healthy Teeth	Animals and us

	People who help us		
Y1	Growing up and families / people who care for me Caring Friendships	Road Safety Calling 999 Taking care of my possessions	Drugs and Alcohol - Appropriate use of medicines, the principles of friendship, coping skills. Transition – looking forward to Y2....
Y2	Diversity in the community – making relationships within a community Health and Wellbeing – think positive	Making choices Keeping our bodies safe and clean Oral Hygiene	People who help us – learning basic first aid Drugs and Alcohol - what it is and what it can do to you, safe and unsafe drinks coping skills.
Y3	Developing the local area – Democracy, Rules and Laws Money – keeping it safe, managing it effectively	Building healthy bodies – healthy diet and healthy meals, keeping fit Obesity Prevention	My Family – different family members Smoking; dangers and effects, reasons to give up, age appropriate behaviour.
Y4	Living in a Diverse World – Democracy, Respect for Property, Types of relationship, marriage	Drugs and Alcohol - Household products/volatile substances; correct use, effects of misuse. Alcohol; effects and risks, types and brands. Coping skills. SRE – What is puberty? Puberty and hygiene	Relationships - Friendships Online Relationships – E-Safety and Cyberbullying
Y5	Children’s Rights – A fair and just society Enterprise	Tackling Bullying and Racism – Prejudice and Discrimination Cyber Bullying, E-Safety Emotional Well-being Smoking; reasons why people smoke or not, tobacco facts, dangers of smoking to ourselves and others, coping skills.	A Sustainable Future Emotional Wellbeing Hygiene Body parts / keeping clean Puberty - Physical and emotional changes
Y6	What’s in the news? What’s in the media? Stereotypes and Tolerance	Choices and Values Cyber Bullying, E-Safety Stereotypes Puberty - Relationships Conception and Birth Teenage pregnancy	Stress Busters – SATs Drugs - Different drugs and their risks and effects, legal and illegal, coping skills and ways of saying no. Transition - Moving on

From curriculum planning Relationships and Sex Education should empower the children at our school to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships

- Mature, build up confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, to be able to lead confident, healthy, independent lives
- Know about their bodies and be able to describe the parts and functions
- Protect themselves and ask for help and support
- Improve their oral hygiene
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards
- RSE can assist and support parents in the difficult and changing role of educating their children about relationships and sexual matters

Safe and Effective Practice

We will ensure a safe learning environment by following all school policies and training staff in relation to safeguarding, dealing with sensitive issues and issues around confidentiality, agreeing ground rules and using distancing techniques with pupils. All children will be given the opportunity to raise questions anonymously via an anonymous question box or 'ask it basket' and all staff will be supported by pre-prepared resources and training in the delivery of resources, supported by the PSHE Leader and SLT.

During lessons, all 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 the school's RSE policy), provision would be made to meet the individual child/young person's needs which may involve referring the child/young person to their parent/carer, School Nurse, or seeking advice from the PSHE Leader or SLT.

During PSHE lessons and /or discussions staff will establish clear ground rules with pupils to ensure pupils feel safe, listened to and supported. Although most aspects of RSE teaching will be delivered to mixed gender groups, some aspects may be split into single gender groups e.g. Puberty lessons in Year 4 and Year 5. We will address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations, e.g. it is acceptable for boys to show emotion and cry, and girls to have high job aspirations and we will encourage and support communication between genders and improve understanding by girls and boys.

Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective RSE teaching brings an understanding of what is and what is not appropriate in a relationship and could lead to a disclosure of a child protection issue. In this situation staff would follow internal safeguarding procedures and inform the designated safeguarding lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as the school nursing team) may be invited to contribute to the delivery of RSE in school. All visitors will be made aware of and understand the school's RSE policy and work within it. As part of school entry to site all visitors are given a copy of the safeguarding visitor leaflet and are signed into school using appropriate identification. All visitors are supervised/supported by a member of Eastfield staff and the input of visitors is monitored and evaluated by staff and pupils to inform future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to the designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our children. We will respond to parental requests and concerns and take specialist advice where or when necessary.

Engaging Stakeholders

The school recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing their children for the challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintain the culture and ethos of the family
- Teach their children about Relationships and Sex
- Help their children cope with the emotional and physical aspects of growing up
- Prepare them for the challenges and responsibilities that sexual maturity brings
- Identify issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Talk with their children about feelings and relationships

We will endeavour to make as much information available to support parents in order to encourage full involvement. We will consult parents on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty. The RSE programme and policy will be made available to parents before the course begins. Parents will be offered the opportunity to discuss the content and delivery of the programme with the PSHE leader or class teacher.

During the academic year of 2019 – 2020 parents and governors were consulted regarding the proposed curriculum and we have delivered the policy from 1st September 2020 onwards.

Parents do not have the right to withdraw their children from Relationships and Health Education in primary schools. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community. Parents will have the right to withdraw children from any sex education that is not part of the national Curriculum Science programme.

Monitoring and Evaluation

The Senior Leadership team are responsible for monitoring the implementation of the school's RSE policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. Staff receive CPD via the school's professional development staff meetings / INSET which is tailored to the school's improvement plan, they can also access Wolverhampton's CPD programme. We will therefore review this policy every two years, or earlier if necessary.

Student voice in determining curriculum.

Throughout RSE lessons, pupils will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all pupils.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns. Pupils in older key stages will be able to voice opinions on resources/ external agencies used and whether, on reflection, the curriculum addressed their needs.

Policy review date

This policy was reviewed in the academic year 2019/20 to ensure compliance with new statutory guidance. Following this review, the policy is reviewed biannually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.

Signed Staff: _____

Signed Governors: _____

Date: 1st July 2021

Staff Review: Helen Bird

Date of review: July 2023