

Irchester Community Primary School



Policy on Relationships and Sex Education (RSE)

1 Statutory Requirements

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Irchester Community Primary School we teach RSE as set out in this policy.

2 Aims

2.1 The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3 Context

3.1 We teach about RSE in the context of the school's aims and values. We do this with an awareness of the moral code, and of the values which underpin all our work.

We teach RSE on the understanding that:

- it is taught in the context of marriage, stable loving relationships and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies and are prepared for puberty;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive and caring relationships with others, involving trust and respect;
- children need to learn how to be safe, including online activity, and how to access advice and support.

4 Equalities Act 2010

There are 9 protected characteristics stated in the Act of which the following are most pertinent to this policy:

- sexual orientation
- marriage and civil partnership
- gender reassignment
- pregnancy and maternity

We aim to treat any issues arising regarding the above characteristics fairly and openly; age appropriate, and in relation to every child's family situation.

- 4.1 Homophobic name calling and bullying is not tolerated and reported as a hate related incident (linked to our anti – bullying policy).

5 Curriculum

- 5.1 We teach about RSE through different aspects of the curriculum. We teach the subject matter as appropriate to the age of the children. We mainly teach RSE as part of our personal, social and health education (PSHE) and religious education (RE) curriculum. We also teach some aspects of RSE through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 5.2 We teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- 5.3 In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.
- 5.4 In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth
- 5.5 In Upper Key Stage 2 teachers inform children about puberty.
- 5.6 In Year 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. Year 5 & 6 teachers plan and prepare suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and

girls know how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

5.7 All year groups are taught age appropriate protective behaviours; respect for their body and for others.

5.8 All year groups are taught age appropriate strategies to stay safe on online.

6 The role of parents and carers

6.1 The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the school's RSE education policy and practice;
- answer any questions that parents or carers may have about the RSE education of their child;
- offer parents and carers the opportunity to view the materials the school uses in its teaching RSE;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for RSE education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary taking cultural views into account;

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.2 From September 2020, parents do not have the right to withdraw their children from relationships education or the science components of sex education.

7 The role of other members of the community

7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

8 The role of staff

8.1 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

9 The role of the headteacher

- 9.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach RSE effectively, and handle any difficult issues with sensitivity.
- 9.2 The headteacher / delegated senior leader liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 9.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Confidentiality

- 9.1 Teachers conduct sex education lessons in a sensitive manner, and in confidence supported by relevant professional advice. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the safeguarding lead about their concerns. The Designated Safeguarding Lead (DSL) will then deal with the matter in consultation with other professionals (see also our Safeguarding Policy,).

10 Monitoring and review

- 10.1 The Ethics and Philosophy leader and Key Stage leaders monitor RSE teaching as part of our internal monitoring and assessment systems. This is shared with senior leaders.
- 10.2 The Standards and School Improvement Committee of the governing body monitors the impact of our RSE policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Standards and School Improvement Committee gives serious consideration to any comments from parents and carers about the RSE programme, and makes a record of all such comments.
- 10.3 This policy will be reviewed every two years or earlier if necessary.

RSE Expectations set by the Department for Education

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 from 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	<ul style="list-style-type: none"> • 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are 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 wider society they can expect to be treated with respect by others, and that in turn they should show due 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are 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 have never met• How information and data is shared and used online
Being safe	<ul style="list-style-type: none">• 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 or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources