

Abbott Community Primary School



“Aiming high to achieve success!”

Relationships and Sex Education Policy

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Contents:

1. Introduction
2. Rationale, our setting and definitions
3. Aims and objectives
4. Morals and values
5. Delivery
6. Accessibility and the Equality Act
7. External agencies
8. Parental Involvement
9. Statutory Provision in the Science Curriculum
10. Menstruation and period poverty
11. Evaluating and monitoring
12. Pupil involvement
13. Confidentiality and Child Protection
14. Staff professional development
15. Links and review dates

1. Introduction

1.1. This policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association <https://www.pshe-association.org.uk/user> and Manchester Healthy Schools.

2. Rationale

2.1. RSE is a significant aspect of supporting the safeguarding all pupils. It promotes self-worth and gives pupils the skills to take responsibility for their health and wellbeing.

2.2. The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'. Our RSE policy aims to demonstrate a holistic approach across all areas of learning that promotes positive health and wellbeing throughout Abbott.

2.3. Our Setting

Abbott Community Primary School serves a diverse mix of pupils and families with increasing numbers who are new to the area and the country. The school has ?? of its pupils on free school meals and ?? have been identified as having Special Educational Needs. We have a mixed ethnic community with a range of languages, backgrounds and faiths. Abbott aims to ensure that relationships and sex education meets the needs of all children within our community.

Article 2 of The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

2.4. Definition of RSE

Relationships Education is:

- Learning age-appropriate skills, exploring values and attitudes, developing skills to enable pupils to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- Supporting how to stay safe on and offline in the digital world in which they live.
- Learn how bodies change and grow during adolescence

Sex Education is:

- Enabling pupils to acquire knowledge about the body and reproduction.

3. Aims and Objectives

3.1. The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE in line with other subject areas.

3.2. Our RSE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know bodily and emotional changes that will occur as a consequence of growth from childhood to adulthood.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

3.3. Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to handle sensitive issues and respond appropriately to questions from pupils and parents.

4. Morals, Values, and Equalities Framework

4.1. RSE strives to promote acceptance and end discrimination in line with the Equality Act.

4.2. Abbott continues to strive for the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum will reflect the values of our school and Go Givers PHSE scheme and will be taught within the context of relationships.
- RSE at Abbott reflects our ethos, and encourages children to explore cultural perspectives in a respectful way.
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act.

5. Delivery

- 5.1 RSE is delivered within PSHE lessons. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year.
- 5.2 Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed.
- 5.3 RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.
- 5.4 Lessons are differentiated to ensure they are accessible to all.
- 5.5 Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum.
- 5.6 RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

6. Accessibility and the Equality Act

- 6.1. The RSE policy reflects, and is in line with, the Equality Act, that ensures the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.
- 6.2. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice. Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

7. External agencies

- 7.1. These include: the school nurse, theatre and the police. External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.
- 7.2. 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, as this evaluation informs future planning.

8. Parental Involvement

- 8.1. The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents through parents evenings, school spider and the school website, displays and termly curriculum letters about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

- 8.2. Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act and the RSE Statutory Guidance.
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

8.3. Parents right to withdraw

Those parents/carers wishing to exercise the right to withdraw their child can do so from sex education lessons in RSE/PSHE. However, it is required that all children attend relationships and health education lessons, which includes puberty and menstruation. You should make your request of withdrawal in writing to the Head Teacher. Parents/ carers will then be invited in to see the Head Teacher and/or PHSE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child.

9. Statutory Provision in the Science Curriculum

9.1. Detailed below are sections taken directly from the statutory science curriculum. The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

9.2. Key Stage 1

Children should learn 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
- Notice that animals, including humans, have offspring which grow into adults

9.3. Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

10. Menstruation and period poverty

- 10.1. Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.
- 10.2. Pupils are beginning to menstruate as early as in Year 4.
- 10.3. Pupils who are menstruating can obtain sanitary products from the Attendance Officer's office. Sanitary bins are provided in the Year 5 and 6 girls' toilets.

11. Evaluating and monitoring

- 11.1. To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.
- 11.2. The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys and discussions.
- 11.3. RSE is monitored on an annual basis by the PSHE Lead to ensure that the content is relevant for the pupils and resources are updated.

12. Pupil involvement

- 12.1. We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.
- 12.2. RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

13. Confidentiality and Child Protection

- 13.1. A child's confidentiality may not always be maintained by the member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named

Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues.

- 13.2. The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

14. Staff professional development

- 14.1. Staff are kept up to date through staff meetings that discuss developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying. Should any staff identify any training needs this should be reported to the PSHCE Lead.

15. Links and review dates

- 15.1. This RSE Policy is supported by and links to the:

- Safeguarding/Child Protection Policy
- Behaviour Policy
- Equality Policy
- Anti-bullying Policy
- Relationship and Sex Education Guidance – DfE (2019)

- 15.2. Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.