

Huttoft Primary & Nursery School

Relationships and Sex Education Policy (RSE)

Huttoft Primary School

Huttoft Primary & Nursery School (Academy)

'Building Foundations, Enabling Discovery, Broadening Horizons'

A developmental programme of Relationships and Sex Education has been devised for the pupils at this school as part of their Science, PSHE (Personal, Social, Health and Economic education) and moral education. Each child's class teacher is responsible for teaching this. Relationships Education teaches children about the characteristics of positive relationships with reference to friendships, relationships with family and relationships with children and adults. The ethos of our school is one of a large extended family with loving, caring relationships and respect for one another. We build on this through assemblies, learning in class, advice from local professionals and parental involvement in school as well as topical issues raised by the children themselves.

The following legislation is relevant to our policy content and purpose:

- 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 (2016)
- Children and Social Work Act (2017)

Aims and Objectives

These are the main aims of our RSE programme:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe
- Physical health and wellbeing
- Mental health and emotional wellbeing

These are the main objectives of our RSE programme:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood
- To provide a supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship to others

Our Relationships and Sex Education is designed to build on existing knowledge. It begins in the Nursery and Reception classes learning about families and friendships, my body, plants and young animals. This is developed in the main school (Y1 – Y6) through the teaching of National Curriculum Science, PSHE and RE.

Science

These elements of Science are taught in Key Stages 1 and 2. They form part of the Science curriculum and therefore parents do not have a right to withdraw their child from lessons that teach these objectives.

Key Stage 1 (Y1 and Y2)

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring which grow into adults

Key Stage 2 (Y3 to Y6)

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- that the offspring living things produce will be of the same kind but not identical to their parents
- the differences in the life cycles of a mammal, amphibian, an insect and a bird
- to describe the life process of reproduction in some plants and animals including gestation periods
- to describe the changes as humans develop to old age including the stages in the growth and development of humans and changes experienced in puberty
- to describe the main stages of the human life cycle
- recognising the impact of diet, exercise, drugs and lifestyle on the way bodies function
- learning about the main body parts and internal organs

Schemes of Work and Resources

All elements of Relationships and Sex Education will be taught by a child's class teacher. Each year children are taught 6 Cornerstones projects. These cross-curricular projects incorporate a range of subjects, including Science and PSHE. It is through their project learning that the children will be taught the Science objectives listed above. As part of their 'Time Traveller' project in the Spring Term Year 5 describe the changes as humans develop to old age. There are links here to changes that happen during puberty. Parents do not have a right to withdraw their child from these elements because it is within the National Curriculum for Science.

Our school PSHE scheme incorporates the 'Growing Up with Yasmine and Tom' scheme from the FPA (Family Planning Association) which is accredited by the PSHE Association. More information about the scheme and a free trial can be accessed here: <https://www.fpa.org.uk/relationships-and-sex-education/growing-up-with-yasmine-and-tom> The content of this scheme is in line with the Relationships and Sex Education (RSE) and Health Education guidance for implementation in the 2020/2021 academic year.

Our PSHE scheme themes and an outline of the content:

Autumn Term 1: Mental health and wellbeing

- Internet safety and harms (Y5/6- the impact of negative comments online)
- Self-esteem and positive mental health
- Self-care
- Coping with loss and loneliness
- Bullying and its effects on mental health

Autumn Term 2: Physical health and wellbeing

- Keeping your body healthy
- Drugs, alcohol and tobacco
- Feeling unwell (Y5/6- basic first aid)
- Sun and water safety
- Good hygiene

Spring Term 1: People who care for us- family and friendships

- Different types of families and relationships
- Equality and diversity
- A family should show love and care
- Features of caring relationships
- How to recognise if they feel unsafe and how to seek advice (on and offline)
- Who to trust (on and offline)
- Keeping secrets

Spring Term 2: Keeping safe

- Keeping safe online and how to report harmful content
- Appropriate boundaries* (Y1/2- naming body parts, Y3/4- private body parts and keeping safe, Y5/6- safe and unsafe touch)
- Secrets and surprises
- Feeling unsafe and seeking help
- Managing risks (KS2)

*Children will be taught and encouraged to use the correct terminology for private body parts (penis, vulva and vagina). Whilst we acknowledge different names may be used within the home it is important that children can understand and talk with clarity about the parts of their body.

Summer Term 1: Identify, society and living in a wider world

- Gender (Y1/2- differences and similarities between girls and boys, Y3/4- gender stereotypes, Y5/6- identity and prejudice)
- Dreams and aspirations
- Fair and unfair (KS2- equality and the law)
- Diversity and respect
- Communities
- Financial capability
- Ourselves, growing and changing (Y5/Y6- changes in puberty including periods and wet dreams).

Summer Term 2: Safety, change and transition

- Internet safety
- Finance and the economy
- Dealing with change
- Transition

All elements of these themes will be differentiated and delivered at an age appropriate level for the children within each Key Stage.

Sex Education

During the Summer Term pupils in Year 6 are taught additional Sex Education lessons by their class teacher. They learn about human reproduction and how babies are made. Parents are written to in advance so they are aware of the content of these sessions and when they will be happening to enable them to best support their child with conversations at home.

Parents' Right to Withdraw

Parents have the right to withdraw their child from Sex Education and elements of Sex Education within our PSHE scheme. This includes the lessons about how babies are made. Requests to withdraw a child should be submitted in advance to the Headteacher. It is likely the Headteacher will discuss this further to ensure the school are clear about a parent and child's wishes. If a child is not taking part in Sex Education lessons they will be given an alternative purposeful task from their class teacher.

PSHE and RE

These Schemes of Work incorporate time for discussion and reflection on family relationships, different family groups and friendships, personal hygiene to maintain good health, rituals associated with birth, marriage and death, personal safety, bullying and about different emotions and feelings. Some of these themes also feature in our Assemblies and in cross curricular learning. Self-esteem raising and resilience building opportunities are promoted too.

Gender and Inclusion

We ensure that RSE lessons are accessible for all children within a class, providing a child has not been withdrawn from these sessions. Sex Education lessons are not gender specific and teachers will ensure that all children receive the same relevant information.

Equality and Diversity

There are many different faith and cultural aspects of RSE. As a school we will deliver RSE in a factual, non-judgemental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourages inclusiveness.

A range of different families and relationships will be explored within RSE, including same sex partnerships, step-families, fostering and adoption. All children, whatever their developing sexuality or family backgrounds, need to feel that RSE is relevant to them and sensitive to their needs. This reflects the school's responsibilities under the Equality Act 2010 to show how we create an inclusive environment; it is stipulated under law.

Special Educational Needs

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals within their class. Discussions with our SENCO and parents may be needed in some cases to address particular needs and ensure effective communication to

support the child in their learning about RSE. Teaching and resources will be differentiated as appropriate to address the needs of children in order for them to have full access to the content of Relationships and Sex Education.

Consulting Parents/Carers

Upon renewal this policy is shared with parents. Any comments or feedback are discussed and changes made accordingly once agreed upon. Parents are told in advance of the content and date of Sex Education lessons to give time to share resources, talk with their child, ask questions and give their consent. Children who do not have parental consent will not be taught these sessions.

Key points

- If questions are asked by children outside the RSE programme, the class teacher will use his / her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child is entitled to receive RSE. This is achieved through the use of 1:1 support and modified resources as deemed appropriate. Protected characteristics are considered carefully; this means a person shall not be discriminated against because of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
- It is our intention all children 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.
- When appropriate, visitors such as local professionals may be involved in the delivery of Relationships and Sex Education, particularly in Key Stage 2. They would receive a copy of our Policy beforehand to ensure they are aware of our ethos and values and that their presentation fits within the planned curriculum.
- A sanitary disposal unit is always available in the Y5/6 girls' toilets. The school retains spare sanitary towels and is always supportive of girls' needs e.g. swimming, changing for PE, and accessing the toilets.

Child Protection/Confidentiality

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform one of our Designated Safeguarding Leads in line with the LA procedures for child protection and a detailed record of the event should be uploaded to our online My Concerns system. A member of staff cannot promise confidentiality to children if concerns exist.

Assessment

The methods we use may incorporate observed attitudinal change, giving the children chances to reflect on their learning, talk partners, discussions, writing for a question box, writing descriptions, baseline assessment of knowledge and understanding, drawing and post-delivery quizzes. Assessment against National Curriculum expectations is undertaken by class teachers and progress shared with parents / carers through school reports and consultations. Our Assess, Plan, Do, Review approach allows for feedback to inform future planning.

Training

Staff are supported to deliver RSE through external CPD modules, internal training and staff meeting discussions.

Pupil Voice

Question boxes may be used to garner information prior to an RSE session and/or as part of the follow up. Children are encouraged to speak to one another and trusted adults about their worries.

Monitoring and Evaluation

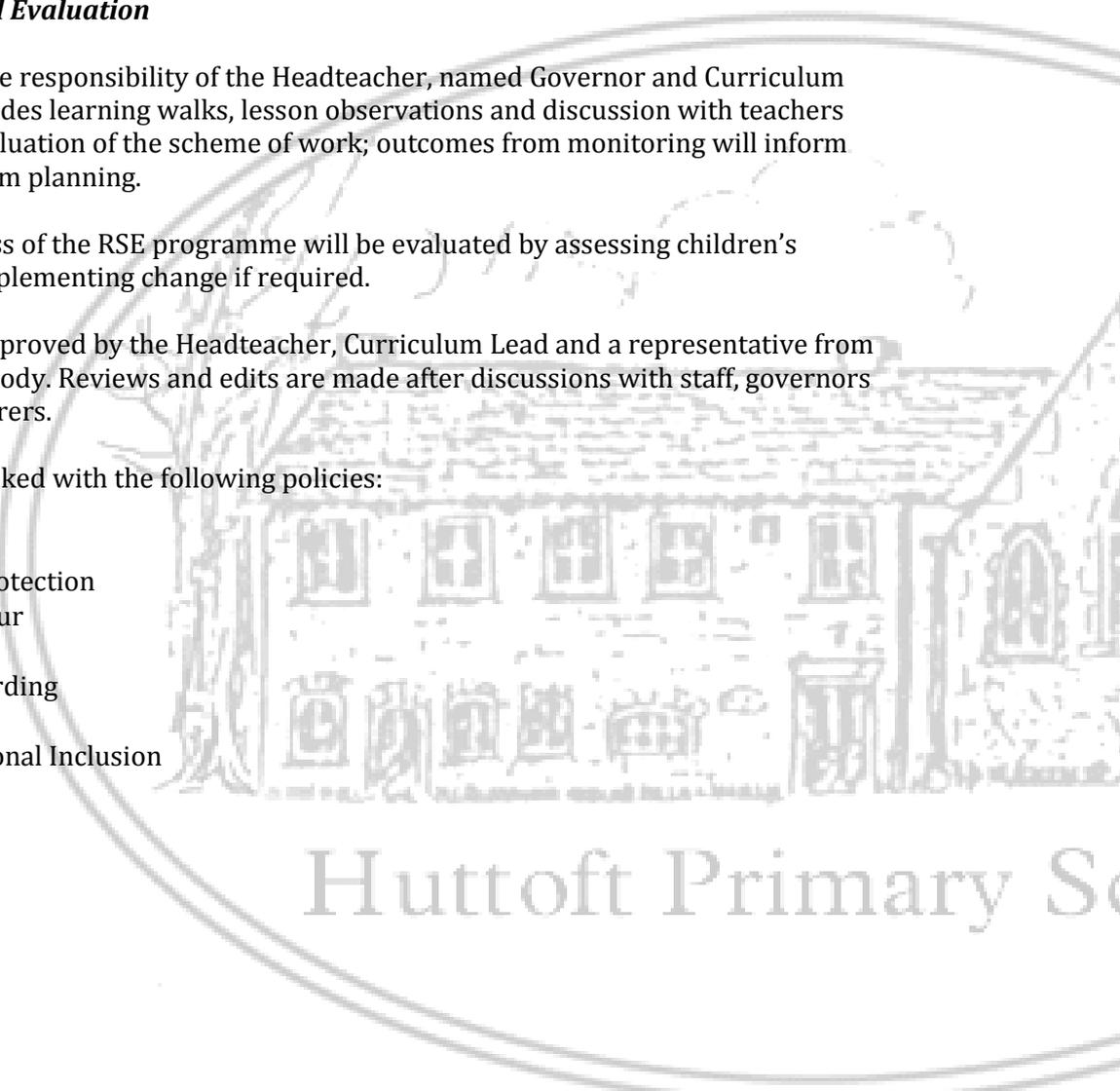
Monitoring is the responsibility of the Headteacher, named Governor and Curriculum Lead. This includes learning walks, lesson observations and discussion with teachers plus regular evaluation of the scheme of work; outcomes from monitoring will inform future curriculum planning.

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

This policy is approved by the Headteacher, Curriculum Lead and a representative from the Governing Body. Reviews and edits are made after discussions with staff, governors and parents/ carers.

This policy is linked with the following policies:

- Equality
- Child Protection
- Behaviour
- Bullying
- Safeguarding
- PSHE
- Educational Inclusion



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