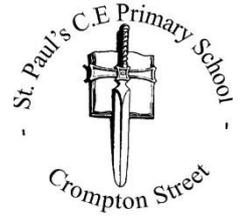


We Belong, We Learn, We Believe, We Achieve.



Relationships and Sex Education Policy

Requirements on schools in law

- **Current requirements:** *schools should have an up to date Relationships and Sex Education policy, even if they choose not to deliver it except for that which is included in National Curriculum Science. Delivering RSE as part of PSHE in order to meet their Spiritual, Moral, Cultural and Spiritual obligations plays a key part in the school achieving good overall outcomes in their Ofsted inspection.*
- **From 2020:** *it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body. Parts of the Sex Education remains non-statutory, but the DfE recommends that schools have a Sex Education programme tailored to the age, and physical and emotional maturity of the pupils.*

What is Relationships (and Sex) Education?

Definition of Sex and Relationship Education - Relationships and Sex Education is an essential area of learning for all. St Paul's Crompton Street believe that the teaching and learning of Relationship and Sex education will allow our young people to become caring, understanding and passionate citizens with the skills to thrive in society.

Relationships and Sex Education at St Paul's Crompton Street will cover Families and People who Care for Me, Caring Friendships, Respectful Relationships, Online Relationships and Being Safe. To reflect modern society, children will be taught about such things as civil partnerships as an alternative to marriage, preparing for the online world, and unhealthy relationships, including violence, abuse and bullying.

Aims and objectives to be achieved by delivering RSE?

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. This will take place with consideration of the qualities of relationships within families.

Relationships Education in Primary schools – DfE Guidance 2019

The guidance states that, by the end of primary school:

	Pupils should know
Families and people who care for 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.
Caring Relationships	<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.

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.

Physical health and mental well-being in Primary schools – DfE Guidance 2019

The guidance states that, by the end of primary school:

	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting

	<p>impact on mental wellbeing.</p> <ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Subject content -

The scheme of work that we will follow to deliver RSE is SCARF (Safety, Caring, Achievement, Resilience, Friendship)

The programme of study has been selected as over the course of each year group the key areas of study – Families and people who care for me, caring friendships, respectful relationships, online relationships, being safe, mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and preventions, basic first aid and changing adolescent bodies are studied using age appropriate content and lesson plans. Each year group builds on the previous year allowing the children to deepen their understanding of each area of study.

The programme of study is split up in to six categories that cover all areas of the framework objectives: Me and my relationships, Valuing differences, Keeping myself safe, Rights and responsibilities, Being my best and Growing and changing.

How it is taught? (Methodology, class groupings/single sex groupings and why).

Each class at St Paul's has a dedicated weekly timetable slot for PHSE lessons including Sex and Relationships. In addition, Sex and Relationships topics will be referred to during curriculum teaching when necessary for example Science and PE.

PHSE lessons are taught as whole class (mixed boys and girls). If a teacher feels it is appropriate to teach genders separately, as it is in the best interests of the children, then this will be accepted.

PHSE will be taught using 6 half-termly planning topics –

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me & My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing & Changing
Rec	Includes feelings/ emotions/ conflict resolution/ friendships	Includes British Values focus	Includes aspects of Relationships education	Includes money/ living in the wider world/ environment	Includes keeping healthy/ Growth Mindset/ goal setting/ achievement	Includes RSE-related issues
Yr 1						
Yr 2						
Yr 3						
Yr 4						
Yr 5						
Yr 6						

How Relationships (and Sex) Education is monitored and evaluated? How do you know your students are making progress?

Children will be assessed across each year group using the Coram Life Education assessment tool. This has been adapted on to St Paul's Crompton Street's assessment format. Children will be assessed through lesson engagement, lesson

input, knowledge, work produced as well as day to day actions to show their understanding.

How do you know the programme you are delivering is meeting their needs?

Our chosen programme of study has 6 half-termly units – Me and My Relationships, Valuing Differences, Keeping Myself Safe, Rights and Responsibilities, Being My Best and Growing and Changing.

Each of these half-termly units cover all strands from the RSE framework: Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe, Mental Wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first-aid and Changing adolescent body.

The whole school overview highlights where each strand is being taught.

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

Relationships and Sex Education provision is inclusive of all pupils and consistent with the equalities duties, e.g.

Equal opportunities for boys, girls and transgender pupils.

Ethnic, religious and cultural diversity.

Varying home backgrounds.

Sexual orientation.

Special Educational Needs (Curriculum will be adapted through differentiated activities if required. Additional lessons will be taught if necessary. Lessons from previous year groups will be taught if needed.)

How do you deal with teaching sensitive and controversial issues?

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Each Teacher will have a prior knowledge of their class to anticipate issues arising and liaise with other staff members as needed.

Parental concerns and withdrawal of students –

How does the school work in active partnership with parents/carers? How does it seek their views and keep them informed of when RSE will be delivered and what it will include? How can they view the resources and seek support in how they can support their children, too?

St Paul's Crompton Street worked in partnership with parents/carers and governors. We had an active working group that worked together during the academic year 2019-2020. The PHSE leader and working group worked in partnership to develop this policy.

What are parents' rights in regards to requesting that their child be withdrawn from Sex Education (from 2020)?

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

How does the school inform parents of their right to request that their child be withdrawn from Sex Education?

Parents can request to withdraw their child from Sex Education lessons using the request form attached to the policy.

Following completion of the request form a meeting will be arranged with parents and the Headteacher/PHSE lead to discuss the decision further.

How does the school support the parents in fulfilling their responsibility to provide Sex Education at home, if they choose to withdraw?

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the Science curriculum.

Parents will be given a copy of the objectives set out by The Sex and Relationship framework and a copy of the lesson plans if they request these.

If a pupil is excused from sex education, how does the school ensure that the pupil receives appropriate, purposeful education during the period of withdrawal?

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Dissemination of the Policy -

Who the policy has been disseminated to?

The policy is on the school policy drive accessible to all staff and governors at all times. It is also available on the school website.

Where can further copies of this policy and other information about RSE can be obtained from?

St Paul's Crompton Street ensure the policy is made available to parents and others and is available on the school's website.

Any priority areas for development of RSE, e.g. provision of staff training -

Ensure that CPD is available.

Ensure that staff are aware of any statutory updates and requirements.

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:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Request to withdraw form from the sex element of Relationship and Sex Education –

Child's name:

.....

Year group:

.....

A brief overview of why you wish to withdraw your child:

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Signed:

.....

Date:

.....

Please note –

Currently parents have the right to withdraw their children from all or part of Relationships and Sex Education. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. From 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education.

Before granting any such request the headteacher will discuss the request with the parent and, as appropriate and with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum and if you would like to discuss this please make an appointment at the school office.