



# RELATIONSHIPS AND SEX EDUCATION POLICY

This Policy was approved by Governors in:	September 2024
This Policy was shared with staff in:	September 2024
Implementation of this Policy will be monitored by:	Head Teacher and Governors
Monitoring will take place at regular intervals	
The Policy will be reviewed regularly. Annually	
Policy Review Date:	July 2024
Date of next Review:	<b>July 2025</b>

## **1. AIMS**

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

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

## **2. STATUTORY REQUIREMENTS**

Poverest primary school must provide relationships education to all children under section 34 of the Children and Social Work Act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

See our school website for more details.

## **3. POLICY DEVELOPMENT**

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

- Review – PSHE leaders pulled together all relevant information including national and local guidance as well as going on RSE training. This was also shared with Governors.
- Staff consultation – all school staff were given the opportunity to look at the policy and the new Kapow scheme of work and resources and make recommendations. Staff agreed to adopt the Kapow condensed version of the curriculum which still meets the statutory requirements.
- Parent/stakeholder consultation – All parents are informed about all content/objectives via class dojo and have the opportunity to ask any questions or come into school for the lessons.
- Pupil consultation – we investigated what exactly children want from their RSE through pupil surveys and speaking to our school council.
- Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. DEFINITION**

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## **5. CURRICULUM**

Our curriculum is set out on our school website but we may need to adapt it as and when necessary. We use the Kapow scheme of work to ensure consistency and a progression of knowledge. We have developed the curriculum in consultation with parents, children and staff, taking into account the age,

needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### Kapow Scheme of work

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each unit and these are taught across the school; the learning deepens and broadens every year.

Unit	Content
Family and relationships	Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.
Health and wellbeing	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.
Safety and the changing body	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,
Citizenship	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.
Economic well being	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

### Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of children will relate to them
- Is sensitive to all children experiences
- During lessons, makes children feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that children learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **Use of resources**

We **will** use most of the resources from the Kapow scheme of work. However, if selecting to use other resources we will make sure that they;

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our children
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to children experiences and won't provoke distress

## **7. ROLES AND RESPONSIBILITIES**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The Head Teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from [non-statutory/non-science] components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

*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. Mrs Wilson (Deputy Headteacher) is responsible for overseeing RSE and ensuring staff have had relevant training.*

### **7.4 Children**

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. PARENTS' RIGHT TO WITHDRAW**

***Parents do not have the right to withdraw their children from relationships education.***

At Poverest School, puberty is taught in Years 4 & 5 as a statutory requirement of Health Education and covered by our Kapow scheme of work in the 'safety and changing body' unit as well as in the Science National Curriculum. Children will be taught scientific facts including physical and emotional changes.

Menstrual wellbeing and the key facts about the menstrual cycle are taught as part of our statutory PSHE programme. Therefore, the parent's right to withdraw their child is not applicable.

### **What about sex education?**

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

*"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17*

If Sex Education is going to be taught in Year 6 then parents/carers will be notified before about exactly what is going to be taught and which resources will be used. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. Alternative work will be given to children who are withdrawn from sex education.

## **9. TRAINING**

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals to teach any aspects of Sex Education where required.

## **10. MONITORING & ASSESSMENT ARRANGEMENTS**

The delivery of RSE is monitored by the PSHE leaders and PSHE Governor through: learning walks, team teaching/planning, folder of evidence for each class etc. Children development in RSE is monitored by class teachers as part of our internal assessment systems by finding out what they know at the start of the topic and what they have learnt at the end.

This policy will be reviewed by SLT e.g. annually. At every review, the policy will be approved by the governing board/committee.

## PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom