



Meir Heath Academy

Sex and Relationships Education
Policy 2020

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Foreword

This policy was devised by a working group that included Headteachers, PSHE leaders, members of the diocese and RSE Consultants, governors and most importantly parents from our trust schools. School governors have a statutory requirement for RSE in their school.

This RSE policy is developed with reference to

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education.](#)

and guidance from the following:

- PSHE Association
- School leaders
- Sex Education Forum
- The Church of England Education Office.

What is Sex and Relationships Education?

Sex and Relationship Education (SRE) is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and loving stable relationships, love, care and respect for family life. It recognises that there are different models for a successful family life. It is also about the teaching of sex and sexuality. It is not about the promotion of sexual orientation or sexual activity.

RSE contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences.

Statutory Requirements for Primary Schools

The new curriculum is mandatory from September 2020.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

This is a section of the [Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education.](#)

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. This will be delivered through a programme called My Happy Minds.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Moral and Values Framework

The RSE Policy will be sensitive towards the established morals and values framework of all major world religions and philosophies. In its implementation it will draw from practical experiences of those who represent the various religions and philosophical groups within the local community. The RSE Policy will be complimentary with the religious Education policy of the school.

Aim and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

- 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

Objectives are for primary school pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of their body and describe how their bodies work.
- Be prepared for puberty

Teaching Staff: in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parent's questions and dealing with sensitive questions and issues.

PSHE Programme of Study

Foundation Stage

The '**Development Matters**' document is used as a basis for small group PSHE focussed discussions and scenario building. Areas for discussion include; feelings, emotions, family, behaviours, sharing, positive attitudes etc.

Key Stage 1

Health and Wellbeing

- A healthy lifestyle
- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing
- Managing change, including lifecycle of the body, transition and loss

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Respecting equality and diversity in relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- Money (origins, keeping it safe, management and its importance)

Lower Key Stage 2

Health and Wellbeing

- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing
- Making informed choices about health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- How money plays an important part in people's lives

Upper Key Stage 2

Health and Wellbeing

- Managing change, including puberty, transition and loss
- How to respond in an emergency
- Different influences on health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse)

- Respecting equality and diversity in relationships

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- How money plays an important part in people's lives

Equal opportunities statement

Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The teaching and planning of teaching strategies will be consistently reviewed so that no pupil is disadvantaged. Teachers will ensure that materials and teaching are culturally sensitive and age appropriate.

Resources

Materials used will reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents and carers and informative books are available to children in the library.

Roles and Responsibilities

The RSE policy and governors hold the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (refer to Child Withdrawal policy).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from non-statutory 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.

Visitors Policy

If schools do use external support bodies then it is essential that: All visitors are familiar with and understand the schools RSE policy and work within it. Visitors are familiar with and understand the school's confidentiality policy and work within it. All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. The school will continue to liaise with local secondary schools to ensure that the programme for RSE is continuous at KS3

Assessment, Monitoring and Review

The PSHE Subject Leader provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for Sex and Relationships Education across the school.

They will also provide further staff development by providing opportunities for staff to update and extend their knowledge and expertise in Sex and Relationships Education through staff meetings and training sessions where appropriate.

This policy will be reviewed by J Kirk PSHE Co-ordinator annually. At every review the policy will be approved by Julian Spencer PSHE governor and M Southern Headteacher.

Confidentiality and Child Protection

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Trust is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

The governing body of all our Trust Schools and academies have arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

Child withdrawal procedure

Most aspects of Sex and Relationships Education are covered through the National Curriculum subjects of Science and PSHE. Parents **do not** have the right to withdraw their children from this. Parents do have the right to withdraw their child from non-statutory sex education delivered in Years 5/6. Parents will be informed by letter when these will take place.

See Appendix 1 for Withdrawal form.

Answering and dealing with difficult questions surrounding sensitive issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

SEND

Children on the SEND register will be taught about SRE and this will be delivered by class teachers through the teaching strategies and styles that match the children's individual learning needs.

School will work in partnership with health staff and parents where needed to ensure that SEND children can access the curriculum.

This policy was approved by []

Date: []

Last Reviewed on: []

Next review due by: []

Appendix 1: Parent form: withdrawal from sex education within RSE

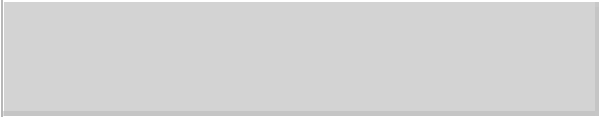
TO BE COMPLETED BY PARENTS

Name of child	Class :
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Name of parent	Date :
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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	
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Date	Signed
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