



# **Relationships Education (Rel Ed), Relationships and Sex Education (RSE) & Health Education Policy**

**Name of School: St Andrews Primary School**



**Headteacher: Mrs N. James**

**Chair of Governors:**

**Date: October 2021 Date for review: October 2023**

**Named Governor with lead responsibility: John Waine**

**Approved by: Children and schools committee**

## **Primary Relationships, Sex Education & Health Education Policy Guidance**

### **1. This policy was developed in response to:**

- Sex and Relationship Education Guidance DfES 2000,
- Draft Guidance – Relationships Education and Relationships and Sex Education (RSE) and Health Education, (Department for Education February 2019)
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century 2013.
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance (2018)
- Children and Social Work Act (2017)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- Online safety policy
- Anti-bullying
- Behaviour Policy
- Child Protection and Safeguarding (Combined Appendices)
- Equality Policy

### **2. The Consultation Process Has Involved:**

- School council
- Consultation and engagement with parents / carers
- Review of Relationships Education (Rel Ed) curriculum content with staff, pupils and parents /carers.
- Consultation with wider school community e.g. school nurse, Education Development Service.
- Consultation, agreement and implementation of policy by school governors

### **3. What is Relationships Education? (Including Relationships and Sex Education)**

**Relationships Education (Rel Ed)** encompasses our school vision through which we are dedicated in providing a happy and caring community where everyone feels

safe, valued and equal. Rel Ed is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off-line. It gives our children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

**Relationships and Sex Education (RSE);** The Government did not introduce compulsory sex education at primary school. They have introduced Relationships Education to put in place the building blocks needed for positive and safe relationships of all kinds. Rel Ed is where we want to support the children within our school to be happy, healthy and safe. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. In sex education, we will be covering the naming of body parts from reception to year six. By doing this, we will be helping our children to have the correct vocabulary to be able to keep themselves safe. This would give them the confidence to report abuse if they needed to. However, we will not be teaching conception. Children may have questions that arise that are not part of our planned programme of study linked to relationships, sex ed or health ed. Staff will age appropriately answer their questions and will dedicate time to address any situations that may arise throughout the school day. Therefore, the subject in our school will be known as PSHE, RSE and Health Education.

There should be a clear progression of what is taught from Rel Ed in primary school through to RSE in secondary school.

There is no right to withdraw from Relationships Education at primary school. However, parents/ carers have a right to withdraw their child from sex education.

#### **4. Principles and Values**

In addition St Andrews Primary School believes that Rel Ed and RSE should:

- promote our school ethos based on the understanding of rights and responsibilities, as we believe they are the foundations of a successful, happy school.
- we aim for all to gain lifelong learning skills in a happy, secure, caring environment of mutual trust and respect.
- create a happy and caring environment where everyone feels safe, valued and equal.
- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to

sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.

- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

## **Relationship Education (Including Relationships and Sex Education) in this school has three main elements:**

### **Attitudes and Values**

- learning the importance of self-value, individual conscience and moral choices within a caring atmosphere in a safe environment.
- learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas within a caring environment of mutual trust and respect.
- developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Knowledge and Understanding**

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)

- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

## **5. Aims and Objectives**

The aim of Rel Ed & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- all to gain lifelong learning skills in a happy, secure, caring environment of mutual trust and respect.
- use the skills and qualities they have learned to become responsible global citizens in an ever-changing world.
- develop understanding of our diverse world.
- feel safe, valued and equal.
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for relationship issues.
- Have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **6. Roles and Responsibilities**

Named Governor with lead responsibility for Rel Ed: John Waine

Named SLT with lead responsibility for Rel Ed: Mrs N James

Named lead with lead responsibility for Rel Ed: Mrs C Richards

## **7. Organisation and Content of Relationship Education (Including Relationships Education)**

St Andrews Primary School specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the relationship's education (including relationship and sex education) at St Andrews Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the Rel Ed topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

Any Rel Ed/RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the Rel Ed/RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the Rel Ed/RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

To ensure your children get the very best teaching in these areas we have chosen to use an award-winning resource – 1decision alongside PSHE association recommended resources. 1decision is part of Headway Education and is currently being used in schools in 39 counties across the UK. It has also been kitemarked to the highest standard through the PSHE Association – the effective governing body for the subject in the UK. The 1decision resources have been created by PSHE and Safeguarding experts together with schools, and most importantly children. We have used three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

As a school we have chosen to take out the conception topic in year 6. This is where appropriate touch (relationships) will be retaught.

We are regularly review the LTP to ensure our children access the most up to date resources and have access to resources that are tailored to meet their needs as they arise. Please see our LTP.

## **8. Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

### *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

### *Gender, Identity and Sexual Orientation*

The Rel Ed lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

## **9. Working with parents/carers and the wider community**

Here at St Andrews we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how the link this with what is being taught in school.

A maintained primary school should consult with parents on aspects of sex education which go beyond the national curriculum for science.

## **10. Pupils right to be excused from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex

education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

## **11. Safeguarding reports of abuse and confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'*

## **12. Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.



The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.