

# **John Perry Primary School**



## **Relationship and Sex Education Policy**

**Last Reviewed on: March 2023**

**Next Review Due By: March 2025**

# John Perry Primary School

## Relationships, sex and health education (RSE) policy

### Rationale and Ethos

This policy covers our school's approach to relationships, sex and health education (RSE) at John Perry Primary. We believe relationships and sex education is important for our pupils and our school because:

- It provides a framework in which sensitive discussions can take place.
- It prepares pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- It helps pupils develop feelings of self-respect, confidence and empathy.
- It creates a positive culture around issues of sexuality and relationships.
- It teaches pupils the correct vocabulary to describe themselves and their bodies.

In line with our school values of being kind, thoughtful, respectful and tolerant, our RSE policy reflects how all members of our community are valued in our school and this is demonstrated through all of our curriculum.

### Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The DfE states that *'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.'*

RSE involves a combination of sharing information, and exploring issues and values. **RSE is not about the promotion of sexual activity.**

### Roles and Responsibilities RSE Leader

The RSE programme will be led by the school's PSHE subject leader.

### **The Governing Body**

The Governing Body will ratify the RSE policy, and hold the Headteacher to account for its implementation. Before giving its formal approval to the school's RSE policy, the Governing Body should be satisfied that appropriate parental engagement has been carried out.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than as part of the science curriculum (see 'Engaging Stakeholders'). If a pupil is excused from sex education, the school will 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.

The Headteacher will also be responsible for inviting visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, where appropriate.

### **Staff**

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/carers wish them to be withdrawn from the non-Science components of RSE

Staff do not have the right to withdraw from teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Leader and the Headteacher.

Teaching staff will receive training on the delivery of RSE as part of our staff's continuous professional development.

### **Pupils**

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

### **Legislation (statutory regulations and guidance)**

As a maintained primary school, we must provide relationships education to all our pupils as per **Section 34 of the Children and Social work act (2017)**.

Whilst the teaching of sex education is not statutory, we do need to teach the statutory elements of sex education contained in the Science curriculum.

When teaching RSE, we must have regard for the guidance issued by the Secretary of State as outlined in **Section 403 of the Education Act (1996)**.

Documents that inform the school's RSE policy also include:

- **Education Act (2002)**
- **Children's Act (2004)**
- **Equality Act (2010)**
- **Keeping Children Safe in Education (September 2022)**

### **Curriculum Design**

Our PSHE/RSE curriculum can be found on our school website

<https://johnperryprimary.co.uk/wp-content/uploads/2021/03/PSHE-and-RSE-long-termcurriculum-map.pdf>). We may need to adapt it as and when necessary.

We follow the scheme of work *You, Me, PSHE* and have developed the curriculum in consultation with our parents/carers, pupils and staff, considering the age, needs and feelings of our pupils. If pupils 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 or other inappropriate sources.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Learning about relationships and sex education in PSHE lessons will complement learning in Science (teaching biological aspects of RSE), RE, PE (Healthy Eating) and Computing (Online Safety)

RSE is taught in the Summer term at John Perry Primary School. The topics covered are:

- Year 2: 'Boys and Girls/Families'
- Year 4: 'Growing Up and Changing'
- Year 6: 'Healthy Relationships/How a baby is made'

Lesson plans for these units of work can be found in our school website. Please follow this link to our scheme of work:

<https://johnperryprimary.co.uk/ourcurriculum/#1616589782034-16946c8c-d371>

Relationships Education also focuses on teaching the fundamental building blocks across the school and the characteristics of positive relationships including:

- 'Mental health: Feelings' and 'Me and Other's' **Year 1**
- 'Mental health: Friendships' **Year 2**
- 'Identity, society and equality: Celebrating Difference' **Year 3**
- 'Identity, society and equality: Democracy' **Year 4**

- 'Identity, society and equality: Stereotypes, Discrimination and Prejudice (including Homophobia) **Year 5**
- 'Identity, society and equality: Human Rights' **Year 6**

Our RSE programme is matched to the needs of our pupils by taking care to ensure 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, 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)

### **Safe and Effective practice**

It is important for all class teachers to promote a safe learning environment when discussing RSE.

We will ensure a safe learning environment by providing staff with RSE deliverance training as part of our school's continuous development. At the start of the unit, teachers and pupils will agree ground rules and promote these rules before starting any RSE lesson so children are reminded that their classroom is a safe space to discuss sensitive topics.

Pupils' questions will be answered by their class teacher in a sensitive manner. If the question is outside of the required teaching material, teachers will respond in an appropriate manner so that the child does not seek answers online or through an inappropriate source.

Pupils will be able to raise questions anonymously by placing their question into their class worry box. The teacher is required to check this regularly and answer all questions in a sensitive manner.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a safeguarding issue does arise, teachers will consult with the Designated Safeguarding Lead and in his /her absence their Deputy or any other member of the Safeguarding Team. If no one is available, teachers should consult with the Headteacher or Deputy Head Teacher.

Visitors or external agencies **will not be allowed** to deliver RSE. Alternative lessons will have to be taught if a teacher's RSE lesson falls on this day.

## **Engaging Stakeholders**

We work closely with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through meetings and discussions about RSE lead by practitioners. Parents/carers can also find the following information on our school website:

- An RSE presentation for parents/carers
- The RSE policy
- An overview of the PSHE/RSE programme of study
- A summary of what pupils are expected to know by the end of year 6
- The Department for Education primary schools guide for parents
- FAQs about RSE

Parents/Carers do not have the right to withdraw their children from Relationships Education. However, parents/carers do have the right to withdraw their children from the nonstatutory/non-Science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head Teacher and alternative work will be given to pupils who are withdrawn from sex education.

Governors will be informed of the RSE Policy and curriculum through regular meetings with SLT.

## **Monitoring, Reporting and Evaluating**

The delivery of RSE is monitored by the PSHE Lead through:

- Planning scrutinies
- Learning walks/lesson observations
- Book monitoring
- Parents/staff/children surveys

This provides teachers with an opportunity to critically reflect on their work in delivering RSE and continue to develop effective practice in the classroom.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

### RSE Policy Review Date

As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Therefore, this policy will be reviewed by March by the PSHE Subject Lead in correspondence with the Curriculum Lead.

**A copy of this policy can be provided free of charge to anyone who asks for one. Please contact our school office should you like to make such request.**

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Relationship to the child			
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

<b>Parent/carer signature</b>	
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<b>TO BE COMPLETED BY THE SCHOOL</b>	
<b>Agreed actions from discussion with parents/carers</b>	Any children who are withdrawn from sex education lessons will be placed in *another class during this time and will have work provided for them to complete.