



Relationships and Sex Education Policy

Jack Elliott

PSHE Coordinator

***Loving Learning,
Striving for Success,
Achieving Everyday***



Contents

Supporting Policies

Roles and Responsibilities

Legislation (Statutory advice and requirements)

Safe and Effective Practice

Curriculum Design

Safeguarding

Engaging Stakeholders

Monitoring, reporting and evaluation

RSE policy review date

Relationships and Sex Education Policy

Supporting policies

The RSE policy compliments the following policies and should be executed in line with guidance in these additional policies.

- Safeguarding policy
- Computing policy
- PSHE policy

Roles and Responsibilities

The Governing Body assumes ultimate responsibility for the agreed RSE policy of Colegrave Primary School.

The Headteacher will assume responsibility for meeting with staff who wish to withdraw from the delivery of RSE.

The Deputy Head (Nazia Ishaq) will assume responsibility for liaising with individual parents who wish to raise concerns, or exercise their right to withdraw their child from part, or all, of the RSE curriculum (with the exception of statutory content). The Deputy Head will work alongside the PSHE co-ordinator to ensure the full involvement of all stakeholders and that the resources used to support the delivery of the RSE curriculum are appropriate to the needs of our pupils.

The RSE programme will be led by the PSHE co-ordinator (Jack Elliott). The PSHE co-ordinator will assume responsibility for curriculum design; training and support of staff; liaising with parents, staff and governors; and ensuring that the resources used to deliver the RSE curriculum are appropriate to the needs of our pupils.

It is the responsibility of all staff to attend professional development training to support their effective delivery of RSE, to make the PSHE co-ordinator aware if they require more bespoke training, to raise any concerns they have about the RSE curriculum and its delivery with the PSHE co-ordinator, to follow the school's RSE policy, to follow the school's safeguarding procedures, to use appropriate language as laid out in the school's RSE policy document, and to vet all resources to assess the suitability of materials for the individual needs of their class and the pupils within it.

It is the responsibility of parents/ careers to be aware of the school's RSE policy, to make use of engagement opportunities offered by the school, and to raise any concerns with, in the first instance, the PSHE co-ordinator in a timely and appropriate manner.

Legislation (Statutory advice and requirements)

N.B: A 'hard-copy' of all of the statutory requirements and government guidance referenced below will be kept in an updated folder by the PSHE co-ordinator, which will be made available to all stakeholders

upon request. Any stakeholder who requires assistance with understanding the content and scope of these documents can request a meeting with the PSHE co-ordinator who will offer further support.

- **The Children and Social Work Act (2017)** – From September 2019 it will be the statutory responsibility of all schools to teach children about: safety of forming and maintaining relationships, the characteristics of healthy relationships, how relationships may affect physical and mental health and well-being. The government has stated that it will release more thorough guidance at a later stage. The RSE policy, and curriculum, will be updated to account for any necessary changes that result from this further guidance.
- **‘Keeping Children Safe in Education’ (2016)** – Updated statutory guidance on the safeguarding responsibilities of schools including sexual abuse, emotional abuse, online safety and peer-on-peer violence/ abuse.
- **Inspecting safeguarding in early years, education and skills (2015)** – Inspection of safeguarding can include a range of issues including:
 1. Bullying, including cyberbullying and prejudice-based bullying
 2. Racist, disabilist, and homophobic or transphobic abuse.
 3. Radicalisation and extremist behaviour
 4. Child sexual exploitation
 5. Sexting
 6. Substance misuse
 7. Gang activity and youth violence
 8. Domestic violence/ abuse, sexual exploitation, female genital mutilation, forced marriage
- **Supplementary Guidance ‘SRE for the 21st century’ (2014)** – Supplementary guidance to the DfEE’s 2000 guidance to account for the rise in technology and social media.
- **National Curriculum Science (2014)** – See appendix one.
- **Equality Act (2010)** – This legislation places duties on schools to help reduce prejudice-based bullying and in doing so, keep safe protected characteristic groups (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation). It also protects characteristic groups from discrimination in all schools, colleges and other education providers.
- **Education and Inspections Act (2006)** – Ofsted judgements will consider the schools provisions towards safeguarding and the Spiritual, Moral, Social and Cultural (SMSC) development of its pupils.
- **Education Act (2002)** – State-funded schools must provide a balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of later life.
- **DfEE Sex and Relationship Education Guidance (2000)** – Government guidance on best practice provision of the 1996 Education Act in state-maintained schools.

- **Learning and Skills Act (2000)**
- **Education Act (1996)** - Outlines the statutory responsibilities for delivery of SRE and a parent's right to withdraw.

Safe and Effective Practice

Our RSE policy is modelled on examples and curriculum objectives drawn from guidance, issued by the PSHE association on best practice. It is heavily indebted to the government guidance contained within the 'Supplementary Guidance – SRE for the 21st Century' (2014). The school's scheme of work, which has been devised in response to consultation with all stakeholders, contains long-term and medium-term plans to support the planning of individual lessons.

RSE is fully embedded within the broader PSHE curriculum and, as such, will be delivered by our PPA team. The exception to this provision are the delivery of the year 5 and 6 objectives; 'To learn how my body will, and emotions may, change as I approach and go through puberty' (year 5), and 'To learn about human reproduction' (Year 6), which will be delivered by the pupils' main class teacher.

A safe learning environment will be ensured by establishing ground rules with pupils at the start of lessons. Additionally, staff will be fully trained in 'distancing' techniques and how to use these with the pupils to ensure that issues are spoken about without particular reference to individual children.

Pupils will be given the opportunity to ask questions in confidence through the provision of an 'ask-it basket'. All staff will ensure that questions placed in this basket are screened and that they have thought about and prepared their answers before addressing them with the children.

Should questions arise, particularly those of a sensitive nature, teachers should enquire further using the question stems 'Where did you hear/ learn about...?' and 'What makes you ask that/ about...?' before attempting an answer. Their professional judgement will dictate whether to offer an answer either individually or to the class, or whether to tell the pupil involved that they will follow this up with them at a later date to allow the staff member time to seek further advice. If the question/ issue involves a disclosure pertaining to safeguarding then the advice contained within this policy on safeguarding should be followed.

Colegrave Primary School is committed to ensuring that all of our RSE provision is age appropriate and takes due consideration of the different cultural and religious backgrounds of our children. The school also acknowledges that some parents may have made the parental choice to furnish their children with a more detailed understanding of RSE than our provision contains. In these instances, where it is known to the teacher, these children will be approached in an attempt to ensure that they do not share information which is not within our agreed curriculum for each year group. However, the policy acknowledges that the school cannot provide guarantees against children sharing prior knowledge.

In order that our pupils are provided with a consistent, and factually accurate, understanding of human anatomy, all employees of Colegrave Primary School will use the biologically appropriate terminology (penis, vagina) when required.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover: Our Bodies and Safety, Growing and Changing, Positive Relationships, Similarities and Differences (stereotypes, families, equality). These themes will be taught through a 'spiral- curriculum' where upon they are introduced progressively, and in an age-appropriate manner, from years 1-6.

A full break-down of the curriculum objectives, and in which year groups they will be taught, can be found in appendix one.

A tailored curriculum will be made for our pupils who access the PMLD and ASB resourced provisions. This will be done on a case-by-case basis in close liaison with the teachers in these resourced provisions. This provision will ensure that the school adheres to our statutory responsibilities; is full, meaningful and relevant to the needs of our pupils; and is resourced appropriately.

Selected resources, such as books and dvds, will be used to support and promote understanding and underpin the moral/ cultural context of our overall PSHE curriculum. These high quality resources will support our RSE provision and will be regularly reviewed by the PSHE co-ordinator, taking into account feedback from staff and pupils.

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 disclosure is made then staff will follow the school's agreed safeguarding policy.

If a matter arises which requires urgent attention then teachers will seek the advice and support of the designated Child Protection and Safeguarding Lead (Eugene O'Riordan). In the event of his absence, they will contact the Deputy safeguarding leads (Sarah Coyle, Nazia Ishaq, Abbie Ojukwu, Tahreem Shaz-Venus).

In the event that the school is aware, prior to the delivery of the RSE curriculum, that a pupil has experienced, or witnessed sexual or emotional violence/ abuse then tailored provisions will be made for the child with the support of the Safeguarding Lead (Eugene O'Riordan).

All visitors/ external agencies which support the delivery of RSE will be required to adhere to the school's safeguarding policy and the guidance of the School's RSE policy. Staff are aware that no external visitor is to be left unattended with the pupils of Colegrave Primary School.

Engaging Stakeholders

This policy has been written in full consultation with all stakeholders. The school understands the role of parents, governors, staff and children to be integral to the safe and effective delivery of a RSE curriculum and will, therefore, take the following steps to ensure continued engagements from all stakeholders.

Parents:

Colegrave Primary School is committed to an 'open-door' policy for parents who wish to discuss the delivery of RSE. Parents who wish to make use of this can book a meeting at a mutually convenient time with the deputy head (Ms Ishaq), or the PSHE co-ordinator (Jack Elliott).

As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be offered to parents of children in year 1, 3, 5 and 6. This will allow parents to engage with the resources and content their child will encounter in K.S.1, lower Key Stage 2 and the more detailed discussions that take place in years 5 and 6. We work closely with parents to ensure that they are fully aware of what is being taught and will provide additional resources and support upon request.

In years 5 and 6 we will notify parents when Relationships Education will be taught via a letter. This letter will include an invite to an information session, which will cover the content and resources of the lessons and provide a supportive forum for parents to ask questions and offer feedback.

The government has committed to retain the parent's 'right to withdraw' from Sex Education in primary schools enshrined in the 1996 Education Act. However, this does not extend to a right to withdraw from relationships education or any content, which forms a statutory part of the Science Curriculum. From September 2020 all of the content delivered at Colegrave Primary School will be statutory and therefore, there will be no right to withdraw pupils from lessons.

We will continue to revisit whether parents wish us to include Sex Education as part of our provision. If it is decided to include this provision at a later date then there will be a right to withdraw from this content. If a parent/carer requests that their child be removed from sex education, they will be invited to discuss their concerns with the deputy head (Ms Ishaq) with a view to alleviating these concerns and provide support to ensure that the alternative provision offered by the school and parents is in the best interests of the child.

Staff:

Staff will be kept regularly updated, and given a forum to discuss the school's RSE provision during staff INSET sessions (a minimum of one a year). Additionally, staff will be consulted and trained in any changes to RSE provision within the school. Staff who wish to discuss, or feedback, on individual matters as they arise can do so by contacting the PSHE co-ordinator via e-mail or in person.

Pupils:

Pupil voice will form a central part of termly monitoring and will inform future provision of RSE. Staff will create an environment where children feel comfortable and confident about highlighting any necessary changes to the school's provision. This will be facilitated by, but not limited to; pupil self-assessment, opportunities to evaluate learning at the end of a lesson or unit and the provision of a talk box in each classroom.

Governors:

The governors will be consulted about any updates to the RSE policy and will receive an annual report summarising the key findings from monitoring and evaluation of RSE provision at Colgerave Primary School. Any changes to the RSE policy and curriculum will be done with the prior knowledge and agreement of the governors, and in consultation with the link governor for PSHE.

Monitoring, reporting and evaluation

The monitoring of RSE will be done in accordance with the school's PSHE policy and will be comprised of book monitoring (half termly), pupil voice, lesson plans provided upon request, and regular reviews of policy documents and schemes of work.

Any new resources (books, audio/visual, objects) used to facilitate the delivery of the RSE curriculum will be approved by the PSHE co-ordinator, who will seek advice from their SLT link (Nazia Ishaq), if they are uncertain about the suitability of said resource.

The RSE curriculum will be evaluated annually in collaboration with all stakeholders to assess the suitability of our curriculum and resources to suit the changing needs of our pupils.

A report, based on monitoring and evaluations that have taken place throughout the year, will be included in the annual PSHE report to governors.

RSE policy review date

This policy was drafted in January 2018 and ratified by the governing body in June 2018. It will be reviewed annually, and no later than every 18 months, to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and statutory responsibilities.

Appendix One

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	RSE objectives taken from PSHE Scheme of Work					
Our bodies and safety (strand 1)	The importance of, and how to maintain, personal hygiene.	How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	That bacteria and viruses affect health and that following simple routines can reduce their spread.			
Our bodies and safety (strand 2)	That people’s feelings can be hurt (including what makes them feel comfortable and uncomfortable).	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	To judge what kind of physical contact is acceptable or unacceptable and how to respond.	To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.		About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers.
Our bodies and safety (strand 3)	To recognise that they share a responsibility for keeping themselves and others safe, when to say ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets.	The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. About people who are responsible for helping them stay healthy and safe; how they can help these people to help keep them healthy and safe.	The concept of ‘keeping something secret or confidential’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.	The concept of ‘keeping something secret or confidential’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.
Positive relationships (strand 1)	To identify their special people (family, friends, careers), what makes them special and how special people should care for one another.		To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive healthy relationships.	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive healthy relationships.

Positive relationships (stand 2)				To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.	
Similarities and differences	To identify and respect the differences and similarities between people.	To identify and respect the differences and similarities between people.	That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.	That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.	That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others. About the difference between, and terms associated with assigned sex, gender-identity and sexual orientation.
Growing and changing	About the process of growing from young to old and how people's needs change.		The name for the main parts of the body (including external genitalia) and bodily similarities and differences between boys and girls.	To recognise that they may experience conflicting emotions and when they might need to listen, or overcome these.	How their body will, and their emotions may, change as they approach and go through puberty.	About human reproduction.
Statutory requirements taken from the Science Curriculum (2014)						
<p>'A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics... Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum.' Science curriculum purpose of study.</p>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.			Describe the life processes of reproduction in some plants and animals. Describe the changes as humans develop to old age. (Non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

					<p>humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans, by finding out and recording the length and mass of a baby as it grows.</p>	
--	--	--	--	--	--	--

Appendix Two

Year 5

RSE	Science Link (Adapted from National Curriculum)	Resources
<p>My Body: Puberty</p> <p>Boys and girls to be separated and, where possible taught by a teacher of the same sex. Boys and Girls will receive the same lesson content.</p> <p>LO: To discuss the physical and emotional changes at puberty.</p> <p>Outcome: The children will identify the physical changes their bodies will go through at puberty.</p> <p>The children will discuss emotional changes and someone they can talk to if they feel emotional.</p>	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p><i>Pupils should draw a timeline to indicate stages in the growth and development</i></p>	<ul style="list-style-type: none"> Currently under review.

Year 6

RSE	Science Link (Adapted from National Curriculum)	Resources
<p>Boys and girls to be separated and, where possible taught by a teacher of the same sex. Boys and girls will receive the same lesson content.</p> <p>LO: To discuss what periods are and how to prepare for them.</p> <p>Outcome: Children will identify the female sexual body parts and learn how they are involved in monthly periods.</p>	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> Currently under review

<p>Children will become more familiar with different sanitary protection.</p>		
<p>Boys and girls to be separated and, where possible taught by a teacher of the same sex. Boys and girls will receive the same lesson content.</p> <p>LO: To raise awareness about what wet dreams are.</p> <p>Outcome: Children will understand what ejaculation is.</p> <p>Children will discuss what boys can do when this happens</p>	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> • Currently under review