

The Trentside Federation

Haxey, St Martin's and West Butterwick C of E Primary Schools

Relationships and Sex Education (RSE) Policy

"I came that they might have life, and have it abundantly." John 10:10

At the Trentside Federation, we believe that effective Relationship and Sex Education (RSE) is essential for our pupils, as they grow, to be able to make responsible and well informed decisions about their lives.

Relationships and Sex Education will reflect the values of our Church schools, PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (1 Peter 2:17).

For more information about the delivery of RSE, please contact:

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Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions. This should take place with consideration of the qualities of relationships within families.

The Sex and Relationship Education objectives are:

- To provide the knowledge and information to which all pupils are entitled ;
- To clarify/reinforce existing knowledge ;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities ;
- To provide the confidence to be participating members of society and to value themselves and others;

- To help gain access to information and support ;
- To develop skills for a healthier safer lifestyle ;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media ;
- To respect and care for their bodies ;
- To be prepared for puberty and adulthood Definition of Relationships and Sex Education ‘RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Current RSE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors’ responsibility to ensure that the policy is developed and implemented. It is good practice for academies, free schools, colleges and independent schools to have a policy on RSE. All state-funded schools must publish information in relation to each academic year, about the content of the school’s curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and SRE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124). The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. Parents do not have the right to withdraw their child/children from statutory coverage.

The National Curriculum Science Curriculum coverage is as follows:

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 • Explore and compare the differences between things that are living, dead, and things that have never been alive; • Notice that animals, including humans, have offspring which grow into adults;

Year 5 • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals; • Describe the changes as humans develop to old age

Year 6 • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on RSE (DfEE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)

- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) require that state-funded schools ensure that within Relationships and Sex Education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

RSE and statutory duties in school.

From September 2020, Relationships and Health Education for primary pupils will become compulsory. (Relationships Education, Relationships and Sex Education – RSE- and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers - DfE 2019).

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education 2020) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

As Church of England schools, we are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: *“I came that they might have life, and have it abundantly.”* The Church of England Education Office have published Valuing all God’s Children, which provides us with guidance in challenging homophobic bullying and in how to “offer a safe and welcoming place for all God’s children”. (Valuing All God’s Children: Guidance for Church of England schools on challenging homophobic, bi-phobic and transphobic bullying. Second Edition. Autumn 2017)

What specific Relationships and Sex Education learning intentions are taught at The Trentside Federation?

RSE will be taught by Class Teachers with some sessions being delivered by Big Talk Education, with teachers supporting. The grid below shows specific RSE learning intentions via Big Talk in partnership with the spiral PSHE Scheme of Work 'You, Me, PSHE'. RSE sessions will be taught to classes via floorbook work, 'circle times', additional sessions with the learning and development mentor, whole school or 'Key Stage' assemblies.

By the end of Primary School

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.

	<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources

Withdrawal from SRE lessons

From September 2020, when Relationship and Health Education became a compulsory part of the primary curriculum, parents/carers may only withdraw their children from the parts of the SRE curriculum which are included in the statutory National Curriculum for Science. This means that a child may be withdrawn from the RSE, human reproduction (conception) lesson only, as they will have the opportunity to learn about reproduction within their science lessons. Those parents/carers wishing to exercise this right are invited in to see the class teacher, Head teacher and/or PSHE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Head teachers

will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to 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 which includes teaching children about changes to their bodies, menstruation and puberty. Relationships and Sex Education topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Working with Parents and Carers

The government guidance on RSE (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. At the Trentside Federation, we wish to build a positive and supporting relationship with our parents through mutual understanding, trust and cooperation. Our schools believe that it is important to have the support of parents, carers and the wider community for the 'Big Talk' Sex and Relationship programme. Parents and carers are given the opportunity to find out about and discuss the 'Big Talk' Sex and Relationships programme through:

- * Parents'/carers' information meetings
- * Information leaflets/displays
- * Big Talk Website <https://www.bigtalkeducation.co.uk/>
- * Policy consultation

We aim to respond sensitively to any comments or questions should they arise.

Links to other policies and curriculum areas

We recognise the clear link between the 'Big Talk' Relationships and Sex programme and the following policies. Staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- PSHE Policy
- Equal Opportunities Policy
- Child Protection Policy
- Behaviour Policy
- e-Safety Policy

Monitoring, evaluating and training

Monitoring is the responsibility of the Head teacher, RSE Leads and named governors. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, questionnaires to teachers and children and feedback from parents. Pupils are given the chance to reflect on the 'Big Talk' Sex and Relationships Education section through termly pupil voice and discussion with Governors and the RSE Lead. The School Council meet regularly to evaluate all aspects of the school curriculum. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Parents will be notified of any change to the policy. All staff benefit from 'Big Talk' info session and 'You, Me, PSHE' training in order to enhance their PSHE delivery skills. Opportunities are provided for

staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school offices on request from parents/carers.

Confidentiality and Child Protection Issues

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Senior Lead for Child Protection who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

This policy will be monitored and reviewed by The Board of Governors of The Trentside Federation

It was approved by the full Governing Body March 2021