



Relationships and Sex Education Policy (STATUTORY)

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Policy approved/date	By Governors Improvements Committee at their meeting held 4 th January 2021
Signature of Governing Body	Ratified by FGB at their meeting held 18 th January 2021
Next review	October 2022

At Newlands we use the Corham Life Education resources "SCARF: Safety, Caring, Achievement, Resilience, Friendship". *SCARF provides a simple framework and tools for developing a powerful, whole-school approach to mental health, safeguarding, behaviour and achievement.*

Parties involved in the policy's development and consultation

This policy has been written in partnership with the PSHE coordinator, head teacher, Safeguarding lead, the governing body and parents. This has been done through sharing the policy and asking for feedback. The Policy will be reviewed every two years with the support of parents and the governing body.

The policy reflects the DfE 2019 RSE guidance and guidance from the PSHE Association and the local authority.

All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the schools' website. Hard copies will also be available at the schools' offices.

Purpose

From 2020 it is statutory for primary schools to deliver Relationships Education and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which has also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

Relationship and Sex education is best taught as part of a planned programme of personal and social development which “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school..... and prepares such pupils for the opportunities, responsibilities and experiences of adult life”. (1998 Education Reform Act).

The ethos of Newlands School encourages a positive, caring environment where self-knowledge and self-esteem are developed. Relationships and Sex Education should be seen in the context of the whole curriculum, which enables pupils to develop good attitudes and values. It is an integral part of the learning process. Children should understand that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. The school will always seek to work in partnership with parents in the delivery of and support of Relationships and Sex education.

Definition of RSE

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. SCARF provides a framework for a whole-school ethos of tolerance and respect. It provides the foundations and building blocks – beginning in the early years, and progressing in a sequential, age-appropriate way – to develop these essential skills.

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive and healthy relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

We believe that Relationships and Sex Education is an essential and integral part of a balanced and broadly based curriculum, which is emphasised through our whole school half termly units;

- * Me and my Relationships
- * Valuing Difference
- * Keeping Myself Safe
- * Rights and Responsibilities
- * Being my Best
- * Growing and Changing

We believe that Relationships and Sex Education should be part of the Personal, Social and Health Education of all pupils as recommended by Department of Education. Good Relationships and Sex Education helps to equip children with the information, skills and confidence to manage and move through their lives. We aim to give children the opportunity to understand the range of beliefs and values that exist about Relationships and Sex Education.

We believe that the topic of Relationships and Sex education is the shared responsibility of both parents and teachers.

SCARF Relationships and Sex Education will

- Meet the needs of all pupils
- Recognise pupils' differing backgrounds and varying levels of physical and emotional maturity
- Enable children to make responsible and well informed decisions about their life
- Take place within a moral context
- Respect the values and beliefs of the groups within the community
- Be provided by staff who know the children and are sensitive to the concerns and needs of the pupils and their families
- Be taught in a way which does not involve pupils answering personal questions or revealing private situations
- Ensure that pupils understand they are being trusted to use information gained in lessons in a responsible way
- Take account of gender and ethnicity
- Develop in the children a respect for their own and other people's emotions and feelings;
- To appreciate that their actions have consequences for themselves and others;
- Nurture confidence in order to be able to communicate personal feelings;
- Help to develop positive values that will guide their decisions, judgements and behaviour;
- Help children to have an awareness of the physical and emotional challenges of growing up, both in themselves and others.

The SCARF Relationships and Sex Education programme will

- Be firmly rooted in the SCARF PSHE planned curriculum
- Take place in a supportive environment
- Use appropriate and quality teaching resources
- Present learning opportunities to allow consideration of attitudes, behaviour and acquisition of skills as well as knowledge
- Help to build children's self-esteem and self-confidence

- Be taught within a whole school approach, through both the formal and informal curriculum
- Take account of the moral, religious, ethical and cultural dimension of the curriculum
- Cover the biological facts in order to inform and help children to develop a mature understanding in sexual matters, to explore feelings and responsibilities and encourage respect towards themselves and others
- Be given in such a manner as to encourage all pupils to have due regard to moral consideration and the values of family life
- Recognise that not all children will choose or wish to be parents
- Prepare boys and girls for puberty
- Provide progression and continuity
- Ensure relevance
- Enable differentiation to take place
- Take account of the needs of the young people – what the pupils already know and understand
- Help and support young children through their physical, emotional and moral development

Staff Development

The training and advice given will enable teachers to

- Establish ground rules
- Build trust and confidence within the classroom
- Use ‘distancing’ techniques
- Become more confident
- Understand and support the aims and rationale of the policy
- Be aware of the legal implications and their professional responsibilities
- Use a balanced range of teaching methods
- Deal with disclosure and questions
- Encourage reflection
- Deal with and respond to issues raised regarding FGM, HBV, FM and LGBT

Much of the above will be imparted through reading material, attending relevant courses and whole staff training

- New teachers will have an experienced member of staff working alongside them

The organisation and Teaching of Relationships and Sex Education

- The people responsible for co-ordinating the planning and delivery of Relationships and Sex education are the science and PSHE Co-ordinators.
- The non-statutory National Curriculum elements will be planned for within the PSHE scheme of work and will be taught throughout the key stages
- National Curriculum science as it relates to Relationships and Sex education will mean that pupils are taught that there are life processes, including nutrition, movement, growth and reproduction common to animals including humans. They will also be taught the main stages of the human life cycle. This is taught in year 5/6 cycle at present.

- All children are entitled to the Relationships and Sex Education Curriculum in line with our equal opportunities statement. For those children with SEN, differentiation will be used for the materials and a learning support assistant deployed if appropriate
- **The children are taught in their class bases as mixed sex groups. We will sometimes teach the content in single sex groups and may need to deal with issues on an individual basis**

Specific Issues

- In order to take advantage of a range of expertise and resources, Health professionals may be invited to work with the children. The school nurse is invited to work with a small group of children under the guidance of the class teacher
- Children who behave in an inappropriate manner during the lesson will be dealt with in line with the school's behaviour management policy. If it is deemed that a child is preventing other children from receiving their entitlement, they will be removed from the session and their parents informed so that the relevant content may be taught at home
- It is of paramount importance that we work with parents on this sensitive issue and stress the necessity of their close co-operation
- Parents / guardians are informed that Relationships and Sex education will be taking place within a certain half term unit of work
- Parents / guardians are invited to an informal evening when the materials can be viewed and the content discussed with the class teachers
- All parents will receive notification of the policy's existence and will be invited to review it in school if they wish. A summary will be presented in the school prospectus
- All staff and governors will receive a copy of the policy
- The Child Protection Procedures will be followed where appropriate (Circular DfES 10/95)

Working with parents - Right of Withdrawal

“Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up.... The teaching offered by schools should be complimentary and supportive to the role of parents”...DFE circular 5/94 (Para 7).

We want to reassure parents about our programme for Relationships and Sex education and the Headteacher and teaching staff will be able to allay any expressed anxieties through being open and receptive to parental views. All teachers are available to discuss sensitive issues in a discreet manner. Arrangements will be made to invite parents to meet staff and governors in order to preview video programmes and resource material to be used with the children.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see the teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Where parents wish to exert their right to withdrawal they may do so in writing to the Headteacher. This right does not apply to the Statutory National Curriculum elements of the Science programme stated in ‘Relationships and Sex education content’ part of this document. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Parents are not required to give reasons or to make alternative provision. The pupils who are withdrawn from RSE remain the responsibility of the school and will be placed in another class for the session involved to continue with individual learning tasks for other curriculum areas. The school is aware that withdrawn children need to be treated sensitively so that such withdrawal does not result in inappropriate remarks by other children. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff.

Explicit Issues

Teachers will deal with sensitive issues and questions in a sensitive manner, taking into account the maturity and age of the children concerned. If teachers have a concern with the nature of the questioning, the Headteacher will be notified and the issue will be addressed confidentially. At this stage it is the Headteacher's decision if it is in/appropriate to contact parents on the issue concerned. The school reserves the right to involve parents or outside agencies if issues arise which are deemed to put the child at risk, in line with our safeguarding and child protection policies.

When dealing with difficult questions teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives will be dealt with through a set phrase – **“That is not a suitable question for me to answer. I think you should ask your parents.”**

Monitoring/Reviewing/Evaluating Relationship and Sex Education

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the RSE programme they have implemented and pass on any comments to the PSHE Co-ordinator as part of her monitoring cycle. A random selection of pupils are interviewed and all parents are invited to provide written feedback on the provision of RSE. The RSE policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. It is also the PSHE Co-ordinator's responsibility to resource and review materials used within this area.

Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

Relationships and Sex Education content

We have a statutory duty to teach Relationships and Sex education in the context of the National Curriculum Legal Requirements. Class teachers will teach the following as part of the National Curriculum Science as related to Relationships and Sex education.

Early Years (UTW, PD, PSED) (Age 4-5)

Pupils should be taught:

- To recognise some feelings
- To recognise how our feelings can influence our friendships
- To realise that our behaviour (words and actions) can affect other people
- To know who they can talk to at home and at school
- To appreciate and value their body, its capabilities and uniqueness

- To understand growth and changes over time of themselves and other living things.
- Know the importance of good health and manage own health and safety.

Key Stage 1 (Age 5 – 7)

Pupils should be taught:

- That animals including humans move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2 (Age 7 – 11)

Pupils should be taught:

- That there are the processes, including nutrition, movement, growth and reproduction common to animals, including humans
- The main stages of the human life cycle

Parents do not have the right to withdraw their child/children from these above aspects of the science and EYFS curriculum.

The PSHE SCARF primary Relationships and Sex education programme will include:

EYFS

In this unit, your child will learn how to value and appreciate their own and other people's bodies. They will learn to recognise and name different external parts of the body including using agreed names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between different bodies including girls and boys. They will learn to appreciate all the different things that they can do with their bodies, considering how they have changed physically since they were very small and how they will continue to grow and change all their lives. They will learn some basic hygiene routines, including washing, toileting and cleaning teeth and develop an understanding of the importance of good hygiene and cleanliness for preventing the spread of germs. The children will examine what they currently do to look after themselves, including dressing and undressing and will learn that as they grow they will become more independent and will take more responsibility for looking after themselves. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and will become more aware of the adults who provide this care

Year 1

In this unit your child will learn about the external parts of the body in Science. They will think about their body's capabilities and show appreciation of how amazing their body is. They will consider ways they are in charge of their bodies and will think about how their body belongs to them. They will explore ways they can keep their body clean and how simple hygiene practices can prevent the spread of diseases like colds and tummy bugs.

Year 2

In this unit your child will learn about life cycles, including that humans produce babies who grow into children and then into adults. They will think about the ways they have changed physically since they were babies and how their responsibilities have changed during this time. They continue to build upon their learning about personal hygiene and develop their understanding of relationships.

Year 3

In this unit your child will think more about their bodies' capabilities and uniqueness as we hope to develop the children's positive body image. They will also look at personal hygiene and consider their growing responsibilities for this area, now they are getting older. They will learn more about illnesses which can be spread from one person to another e.g. colds, chickenpox, verruca's and will learn more about how to prevent this. They begin to learn about female puberty.

Year 4

In this unit your child will learn about the main stages of the human lifecycle e.g. birth, baby, child, adolescent, adult, middle age, old age, death. They will think about their perceptions of being grown up and the responsibilities this entails. They will think about how their own responsibilities have changed since they were small and they might even think about a new responsibility they can take up at home or at school now they are older. They will develop their knowledge of male and female bodies. They will learn about external body parts and learn the scientific words for these external parts. They will develop their understanding of what puberty is and begin to learn about the physical changes that take place at puberty, why they happen and how to manage them (including girls starting their periods).

Year 5

In this unit your child will review and extend their understanding of the external sexual parts of males and females. They will learn about the internal sexual parts relating to puberty. Wherever possible they will learn the scientific words for these parts. They will develop their learning about the physical changes that take place at puberty, why they happen and how to manage them (including girls starting their periods). They will also learn that puberty affects people at different rates and that although some changes happen to everyone, some just affect girls and some just affect boys. They will start to consider the concept of body image and how this is linked to a healthy lifestyle and healthy self-esteem. They will learn about the new routines that they will need to follow to keep up their personal hygiene as puberty begins.

Year 6

In this unit your child will revisit some learning about the body, puberty and periods. They will explore how their emotions might change as they enter puberty and discuss how to deal with this positively. They will consider ways they can behave responsibly and kindly when starting and ending relationships. They will think about the need for trust and love in marriage and established relationships. They will broaden their awareness of the different family structures in which children are brought up. They will begin to learn about conception and pregnancy.

Materials Used

- Carefully chosen literature to address sensitive issues in a non-threatening manner
- Video tapes/DVDs
- Posters
- School Nurse
- SCARF programme of study
- ASK-IT BASKET

An 'Ask-it Basket' encourages pupils to ask questions with anonymity and without embarrassment. It is accessible both during and after every lesson.

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are explicit issues about a pupil's safety or wellbeing that need to be shared with others.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing).

Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.