



Relationships and Sex Education Policy

October 2020

1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework to encourage discussions about the content included in the RSE curriculum
- To give pupils a safe environment in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. This is vital for pupils to grow up healthy and happy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

At Hazlewood Community Primary School Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme that teaches about human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory requirements

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017.

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. The teaching of RSE in our school aims to give the pupils the skills that they need in the future to build healthy relationships with friends, family and romantic partners.

4. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum, an overview of the programme can be seen on the school website. Our school chooses to follow the Kapow Primary scheme of work as it teaches all of the skills required in an age-appropriate sequence. The Kapow Primary scheme of work takes into account the age, needs and feelings of pupils, and will be adapted where it is felt to be necessary by the class teacher. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so that the children are fully informed and do not seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

5. Delivery of RSE

Relationships and Sex Education will be taught to all year groups from Year 1 to Year 6 during weekly lessons over the course of the year. These lessons will be delivered by a member of staff following the Kapow Primary scheme of work and the children's knowledge will be built upon each year.

6. Roles and responsibilities

All staff are responsible for:

- Establishing a safe environment to teach RSE
- 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 wish them to be withdrawn from the non-statutory components of RSE
- Teachers will reply to, and answer, children's questions sensitively and openly
- Staff do not have the right to opt out of teaching RSE
- Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher and RSE and PSHE leads (Mrs Underwood and Mrs Wilson)
- Questions which teachers feel uncertain about answering should be discussed with a member of the Senior Leadership Team or RSE and PSHE leads, and answered at a later date
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

All pupils are expected to:

- Pupils are expected to engage fully in RSE, unless they are withdrawn from non-statutory elements by their parents
 - When discussing issues related to RSE, pupils are expected to treat others with respect and sensitivity

Parents will be:

- Informed about the school's RSE policy and practice
- Parents of Year 6 children will be informed by letter or email before their child is taught the Sex Education section of the curriculum to ensure that questions are answered at home and learning can continue
- Taken seriously if they raise an issue about this policy or the arrangements for RSE in the school, with teachers or governors
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education

7 Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education. Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSE. The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Requests for withdrawal should be put in writing and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from Sex Education and that child will go to another class for the duration of the lesson.

8 Confidentiality

Teachers conduct Sex Education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the member of staff teaching RSE has concerns, they will draw these to the attention of the Designated or Deputy Safeguarding Leads. Disclosure of Female Genital Mutilation must be reported to the police (either by the member of staff to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

Pupils with Special Educational Needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

10. Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the complaints procedure if they feel things are not resolved.

12. Monitoring arrangements

The delivery of RSE is monitored by the subject leads. This will be done half-termly through planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers. This policy will be reviewed by the subject leads annually.