

THUNDERSLEY PRIMARY SCHOOL

Policy



Member of staff Responsible	<i>Catherine Farmer</i>
Policy produced	<i>March 2021</i>
Policy agreed/last reviewed	<i>July 2022</i>
To be reviewed	<i>March 2024</i>
Other Policies Related	<i>Teaching and Learning; Curriculum policies; Child Protection Policy; Equalities Policy; SEND policy</i>
Other Paperwork Attached (appendix)	<i>n/a</i>

Introduction

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires Headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty. Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education.

The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. At Thundersley Primary School, we teach RSE as set out in this policy.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Policy Requirement

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation - parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.

4. Pupil consultation - we considered what exactly pupils want from their RSE during the lessons

5. Ratification - once amendments were made, the policy was shared with governors and ratified.

Definition

RSE (formerly SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.**

Responsibilities

The Headteacher:

- Is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff:

- 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 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 Headteacher.

Pupils:

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

The governing body:

- The governing board has approved this policy and the designated PHSE governor is responsible for informing the governing body about the SRE policy.

Context

We teach sex education in the context of the school's aims and core values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of stable relationships;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies and those of others;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control;
- Children will know who they can talk to in confidence and where they can get advice.
- Children need to know about the dangers online and about how to stay safe.

Delivery

RSE is taught within the personal, social, health and education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils receive sex education sessions during our 'Healthy Relationship Week'. We use the published resource 'Teaching RSE With Confidence.' We also use the SCARF scheme of work to cover PSHE which covers other aspects of relationships. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. At Thundersley Primary School, we follow all of the 'Teaching SRE With Confidence' lessons which have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. Teachers follow the schemes of work for Years R - 6 as outlined in the appendix. We cover other aspects of relationships in our wider PHSE scheme of work.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's sex education policy and practice. We hold a parent workshop each year before the Healthy Relationships Week to inform parents and gain feedback on the material.
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- Encourage parents to be involved in reviewing the school policy and making modifications to it as required.

Parents' Right to Be Excused (See Appendix A)

Parents have the right to withdraw their children from the non-statutory components of RSE.

These are as follows:-

Year 1

Year 2 - lesson 3

Year 3 - lesson 1

Year 4

Year 5

Year 6 - lessons 1 and 3

NB it is now a statutory duty (from September 2020) to teach about puberty and menstruation.

Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Leader. Monitoring arrangements consist of planning and book scrutinies, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. 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 a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead and complete a pink form. The Headteacher will also be informed and they will respond to the matter in consultation with health care professionals (See also Child Protection Policy).

Appendix A - Outline of lessons taught in SRE

