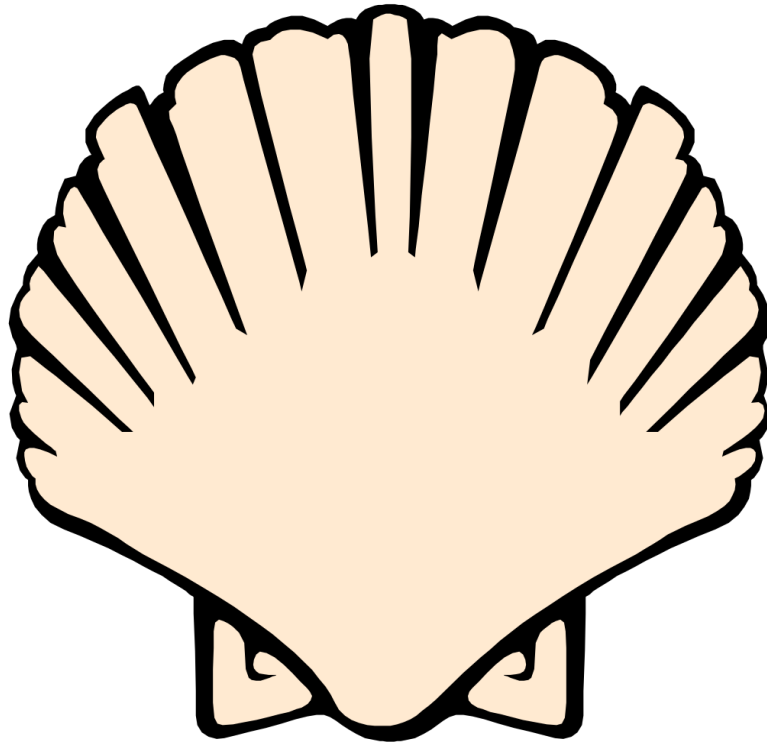


# CRADLEY C OF E PRIMARY SCHOOL



## Relationships and Sex Education Policy

Policy written by: Mrs Alison Paton/ Mrs Donna Jones

<u>Dates</u>							
Written	May 2021						
Next Review	Summer 2022	Summer 2023					
Amended							

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## Rationale and ethos

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27)*

*I have come in order that you may have life – life in all its fullness. (John 10:10)*

Five core values represent the heart of all we do as educators at Cradley. These values, rooted within the context of Christian belief and practice, are shown on our 'LEARN' wheel: lifelong learning; everybody matters; high expectations for achievement; respect for all; nurturing partnerships. As a school community, we have embraced the 'Thrive' approach to support the social and emotional development of all our pupils.



These core values underpin and inform this policy.

The aims of relationships and sex education (RSE) at Cradley are therefore to:

- Help pupils develop self-respect, self-confidence and empathy in recognition that we are all unique and wonderfully made;
- Create a positive culture around issues of relationships and sexuality that affords dignity and shows respect to all who make up our society;
- Help pupils understand and respect our common humanity, diversity and difference;
- Develop the necessary skills to form the healthy, nurturing relationships that are an essential part of a life-long learning and a fulfilling life;
- Provide a safe and comfortable environment in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and its consequences, and the importance of health and hygiene;
- Enable children to make responsible and informed decisions about their health and wellbeing.

## **2. Statutory requirements**

Current regulations and guidance from the Department for Education state that from September 2021 all primary schools must deliver relationships education. We are not required to provide sex education but we do need to teach the elements of sex education contained in the primary science curriculum.

As a maintained primary school we will provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. Our sex education will focus on preparing boys and girls for the changes that adolescence brings, and on how a baby is conceived and born.

Other documents that have informed our RSE policy are:

- Education Act (1996)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Equality Act (2010)

## **3. Policy development**

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

1. Review – the PSHE lead 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 consultation – parents and any interested parties were invited to attend a meeting about the policy and an online survey was conducted
4. Pupil consultation – we investigated what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

At Cradley, we define 'relationships and sex education' as the putting in place of key building blocks for establishing healthy, nurturing relationships, focusing on friends, family and community, including online. It involves a combination of sharing age-appropriate information, and exploring issues and values respectfully in a supportive and caring environment.

We believe RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships.

## 5. Curriculum

At Cradley, relationships and sex education is fully integrated within the wider PSHE curriculum. The PSHE programme is structured around an overarching question for each half term or term. These begin in Key Stage 1 as 'What?' and 'Who?' questions and build through Key Stage 2 into 'Why?' and 'How?' questions. These questions sit within three core themes: Relationships; Health and Wellbeing; and 'Living in the Wider World'. The long term curriculum map is shown in Appendix 1. Please note that this curriculum map covers all PSHE learning, including all the statutory relationships and health content.

Each question is explored through a series of learning objectives which cover all the statutory requirements for the primary phase (see Appendix 2).

## 6. Delivery of RSE

Our RSE programme is an integral part of our whole school PSHE education provision, and will be taught in year groups by class teachers and by the head teacher. This learning will be complemented by teaching in Science and RE, for example, teaching about life cycles in Science, and the status of marriage in RE. Lesson planning will be the responsibility of class teachers who will ensure RSE is matched to the needs of the pupils in their class.

We will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

Our varied resources are carefully selected by staff and include those quality assured by the PSHE Association. An overview of the learning in each year group, including resources used, can be found in our medium-term plans.

RSE will be taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Within our question-based approach, pupils will be encouraged to reflect on their own learning and progress by comparing their initial answers to the key question at the start of each unit with their answers at the end of the unit.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and the Head Teacher will be accountable for its implementation.

### 7.2 The Head Teacher

The Head Teacher 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.

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions which go beyond the taught curriculum, teachers will make sure these are followed up in an appropriate manner (this may well involve the child's parents and consultation with colleagues) so that they do not seek answers online.

#### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Class teachers will involve their pupils in establishing clear ground rules to create a safe learning environment. The teacher will provide an anonymous question box to enable children to ask questions they would rather not pose in front of the class.

### **8. 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. Medium term planning will be available for parents to look at should they wish to do so. Parents will be invited to view the resources which teachers plan to use prior to the lessons taking place.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

### **9. Training**

New staff will read this policy as part of their induction. Any training needs expressed by staff will be facilitated by the Head Teacher who will involve outside agencies as necessary.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead through planning scrutinies and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead teacher annually. At every review, the policy will be approved by the governing body.

## Appendix 1: PSHE curriculum map (including RSE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How will we grow and change?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	





**Appendix 2: By the end of primary school all pupils should know:**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

Year 5 Science 'Animals and humans'

Pupils should be taught to:

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	