



Grateley Primary School

A school where every child becomes a lifelong learner and realises their potential.

Relationships and Sex Policy

Reviewed: March 2023

Next Review: March 2024

Consultation process: 22.10.2020-07.11.2020

Background to this Policy Review:

Living seamlessly on and offline presents many positive and exciting opportunities, but also challenges and risks for children and young people. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Governing Body Agreements

This policy has been reviewed in the light of statutory guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> which has been issued as a response to the increasingly complex world in which children and young people are growing up in. The Governing Body is committed to the provision of Relationship and Sex Education (RSE) with regard to Relationship and Sex Education (RSE) based on the encouragement of social, emotional, moral considerations and with due regard for the value of family life, the diversity of family arrangements as well as stable relationships both within and outside of the family unit.

At Grateley, the Governing Body has agreed that:

RSE will form a part of the general curriculum of the school in the context of Personal, Social and Health Education (PSHE) framework. RSE is taught within the context of national guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019), Equalities Act (2010), Education Act (2011), National Curriculum (2014), Prevent Strategy (2015), Keeping Children Safe in Education (2020); the curricula of foundation subjects (namely PSHE, Science, SMSC); and local policy (PSHE, Positive Behaviour Policy, SMSC Policy, Drugs Policy, Internet / Online Safety Policy, Safeguarding Policy, Home-school Agreement, Equal Opportunities Policy, Child Protection Policy, Special Educational Needs Policy). The national guidance is considered in relation to the local need of the children at Grateley Primary School and is therefore reviewed at regular intervals to ensure that the policy and curriculum meets the current and ongoing needs of our children.

Context of Grateley's Policy on Relationships and Sex Education

- This policy review is in the context of new national guidance set out in the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019).
- In the DfE document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states that schools should provide children with the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- As part of the RSE Curriculum we teach children about issues relating to forming stable relationships as well as issues of sexuality which are developmentally age-appropriate informed by the national guidance in the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019).
- Guided by the Equalities Act 2010 and Education Act 2011, at Grateley we ensure that teaching is unbiased, non-judgmental and promotes morality irrespective of disability, educational needs, race, nationality, ethnic or national orientation, sex, gender, identity, religion, sexual orientation or whether the child is a 'looked after' child.

- RSE is part of the SMSC (spiritual, moral, social and cultural development) and PSHE (personal, social and health education) curricula in our school, which also promotes British Values: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths / beliefs and those without faith; alongside supporting the individual personal development of the children.
- This policy directly supports the development of the Relationships and Sex Curriculum at Grateley which aims to provide children with the basic skills and knowledge to support their decision making in difficult situations. Alongside the PSHE Curriculum, our children are supported to develop resilience, to know how and when to ask for help, and to know where and how to access support.
- Our aim at Grateley is to enable children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, as well as challenges in more complex contexts. This development is supported also by the school's Positive Behaviour Policy.

The Aims of RSE at Grateley

RSE needs to be more than just biology and the fundamentals of reproduction, the basics of which are covered as part of the Science Curriculum as set out in the National Curriculum (2014). Children of primary school age need to be reassured about their body image, behaviour, feelings and relationships within the context of developing the knowledge and skills appropriate to their developmental needs. Central to the RSE curriculum at Grateley is working with the children to develop their sense of self-esteem alongside the importance of taking responsibility for oneself and one's actions. We aim to generate a learning environment where questions of a personal & sexual nature can be asked and answered openly, with sensitivity and respect.

Objectives of RSE at Grateley

We teach children about:

- the physical development of their bodies as they grow into adults;
- the importance of personal respect for their own body and choices which relate to their own bodies;
- how humans reproduce;
- the importance of building positive relationships with others, involving trust and respect;
- the dynamics, importance and role, responsibilities and values of family life;
- how to evaluate and make decisions when considering moral questions;
- respect and tolerance for the views of other people.

Delivery

RSE will be delivered through the school's PSHE framework. Lessons will be taught in a sensitive way by the class teacher, according to the programme of study laid out by the school (see PRSHE Curriculum available on the school website). This programme was drawn up using DfE, PSHE Association, OFSTED & Hampshire County Council guidelines. Teaching methods will take account of the developmental differences of children and the potential for discussion on a small group or one-to-one basis. Prior to beginning a unit, teachers will have established what is appropriate and inappropriate in a whole class setting, including ground rules for pupils. Teachers will endeavor to answer children's questions in an honest and sensitive manner.

Organisation

- We teach about sex through different aspects of the curriculum. While we carry out the main RSE in our personal, social and health education (PSHE) curriculum, we also teach some RSE through other subject areas (e.g. Science) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- In science lessons, Key Stage 2 teachers inform children about puberty. For this aspect of our teaching, we follow the National Curriculum (2014). In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons and the School Nurse may visit school to deliver sessions around puberty and how our bodies change. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- We inform all parents / guardians of children in Years 5 and 6 when lessons on puberty will take place.

Parental/guardian involvement and rights

The school is aware that the main role of RSE in primary school is upon building an understanding of the importance of relationships. At Grateley, we understand that the teaching of RSE can be sensitive and requires understanding and respect of parental wishes. We therefore wish to build a positive and supporting relationship with the parents and guardians of children at our school, through mutual understanding, trust and cooperation. Communication and relationship building is central to the development and maintenance of this home-school relationship, which all staff at Grateley are committed to.

Parents are entitled to see any materials including videos. The school can arrange for parents to view these materials, which must be kept on the school premises.

The school will publish this policy, together with the programme of study, on its website.

To promote this objective, we:

- consult with parents /guardians of children about the school's RSE policy and practice;
- inform parents/guardians of the timing of teaching which could be sensitive to families;
- invite the views and comments of other key stakeholders to ensure the RSE policy and curriculum is developed within the context of other professions;
- answer any questions that parents / guardians may have about the RSE of their child;
- take seriously any issue that parents / guardians raise with school staff and/or governors about this policy, or about the arrangements for RSE in the school.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities as they develop and mature.

The Head Teacher will automatically grant a request to withdraw a pupil from any sex education, other than that which is part of the Science Curriculum (National Curriculum, 2014). If a pupil is excused from RSE, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Such wishes should then be communicated formally in writing via letter or email directly to the Head Teacher.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner, working within the guidance of the Confidentiality Policy, Safeguarding Policy and Child Protection Policy. The teaching environment in which RSE is carried out is positively created to support open discussion of issues and a chance to ask questions openly and freely, children's comments are considered confidential as long as:

- there are no references to being involved in (or likely to be involved in) sexual experiences which are not age-appropriate
- there are no references to experiences of abuse or violation (as set out in the Prevent Strategy, Safeguarding Policy and Child Protection Policy).

If such references are made, or comments which concern the teacher then they will be referred to the Designated Safeguarding Lead to follow-up as necessary and appropriate.

The role of the Head Teacher

- It is the responsibility of the head teacher to ensure that both staff and parents/guardians are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.

- The Head Teacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- The Head Teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

This policy will be reviewed every year until the curriculum response to the new national guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019) is established. The policy and/or procedures will, where necessary, be revised in light of these evaluations.

The RSE policy will be monitored and evaluated by:

- The PSHE Manager.
- School Leadership Team (SLT).
- LA Advisors & Inspectors.
- Governors.