



# Relationships and Sex Education Policy

Article 3 - The best interests of the child must be a top priority in all actions concerning children.

Article 24 - Every child has the right to the best possible health care.

Article 28 – Every child has a right to an education.

Nova Primary School Governor Information	
Model Policy	Yes
Local Changes	
Customisation*	
Originally Adopted	Spring 2010
Last Review Date	Autumn 2016
Review Date	Summer 2020
Next Review Date	Summer 2021
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page/ Section	Change	Origin of Change e.g. TU request, change in legislation
27.02.13	1	Addition of children's rights	
26.01.15		General update	New National and school curriculum Change of approach and resources
13.3.15		Name updated to 'Relationships and Sex Education'	LA state emphasis should be on relationships before sex
15.6.20	2.1	Changed date of parent meeting	Changed to twice a year (term 1 and term 4)

	2.2	Updated local and national guidance	Updated guidance from DfE RSE 2018 guidance
	4	Updated legal obligations Added section on safeguarding	New DfE guidance from September 2020
	6 and appendices	Updated delivery and content	New PSHE & RSE scheme (SCARF) from 2020
	7	Updated information on the delivery of content to make accessible to all pupils	To include diversity, sexual orientations, SEN etc.
	8 & 9	Delete LA PSHE/ RSE consultant  Combined outside agency into section 8.	No longer LA role in supporting.
	10 – changed to 9	Added assessment information	New SCARF scheme from September 2020 will offer assessment opportunities
	10	Parents’ right to withdraw	Updated in light of new DfE September 2020 guidance

## **1 Location and Dissemination**

A copy of this policy can always reliably be found in The Safeguarding and Policy files in the staffroom, Headteacher's office and on the teachers' network.

This document has been disseminated to:

- Staff
- Governors
- Parents

via the school website and at a specially organised RSE meeting that takes place annually in term 4 prior to 'Growing and changing' unit.

Staff and parents have been consulted about this policy in term 6 2020 and encouraged to give their feedback prior to it being agreed by governors.

## **2 Local and National Guidance**

This policy has been written in consultation with the following guidance:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies:

- Nova Safeguarding Policy (inc. responding to disclosures)
- Nova Anti-bullying Policy
- Nova Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)

## **3. Purpose**

- Clarify the legal requirement and responsibilities of the school.
- Clarify the schools approach to relationships and sex education (RSE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.

- Give guidance on developing and implementing and monitoring the RSE education programme.
- Provide a basis for evaluating the effectiveness of the school RSE programme
- Reinforce the role of the schools in contributing to local and national strategies.
- This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

#### 4. Why Use RSE?

##### Legal obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a relationships and sex education. "From **September 2020 Relationships Education will become compulsory** in all primary schools in England. Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. Although sex education in primary schools will not be compulsory, the **DfE continues to recommend that primary schools have a sex education programme** tailored to the age, and physical and emotional maturity of the pupils. **All maintained schools will be expected to continue teaching Reproduction as part of the National Curriculum: Science.**" *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)*

Primary schools also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

##### Safeguarding, the needs of young people and the role of schools

Key issues facing children and young adults today include:

- Cases of online grooming and sexual exploitation of children are rising.
- More children and young people are accessing pornography accidentally online through 'click-bait' (deceptive advertisements). There is also a rise in sharing of explicit images and sexting.
- Hate crime is on the increase because of people's intolerance and lack of understanding about others.
- Mental health issues are on the rise particularly in teenage girls and for young people in minority groups.

- Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries.

The Government has developed a comprehensive strategy to change this situation and RSE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to RSE is in line with the Government's strategy and guidance given to schools in DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018).

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning and to have fulfilling relationships. *'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'*. DfE's *'Sex and Relationship Guidance'*, 2000.

Children are exposed more and more to information about sex and relationships. It is our role to help them make sense of this- both emotionally AND biologically.

## 5. **Aims and Objectives**

The overall aims of the RSE programme are to provide accurate information about, and understanding of RSE issues. RSE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.

*"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 well-being, 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, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and*

*when to ask for help, and to know where to access support.” DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education - Draft Guidance 2018*

The objectives of Relationship and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils’ self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils’ develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To understand the concept of diversity in terms of families, relationships and sexuality;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Appendix 1 shows an overview of DfE guidance and what children should know by the end of primary school.

## **6. Content and Delivery**

At Nova Primary, we recognise that RSE should be given a high priority within the curriculum and we deliver age appropriate relationship, health and sex education lessons as part of a high quality, comprehensive PSHE scheme of work (SCARF / Coram Education) and through the teaching of National Curriculum Science programmes of study.

Appendix 1 shows an overview of DfE guidance and what children should know by the end of primary school in terms of Relationships Education.

Our scheme of work is broken down into 6 termly themes: Me and my relationships; Valuing difference; Keeping myself safe; Rights and responsibilities; Being my best; Growing and changing. Relationships Education is taught throughout the year but the unit 'Growing and changing' (taught in term 5) has a heavier RSE focus.

Appendix 2 outlines the teaching of RSE within units across the school meet DfE requirements.

## **7. Methodology and Resources**

The teaching of RSE will have clear learning objectives, but be taught in such a way that all children can access them. This may differ between classes and even individuals and will require all teachers to be sensitive, reflective and responsive to these needs.

Our curriculum complies with the relevant requirements of the Equality Act 2010. We are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. The ethnic, religious and cultural attitudes of all pupils are taken into account when planning teaching.

To aid quality-first teaching, inclusive lesson plans and resources from SCARF PSHE scheme of work will be used and all resources will be available for parents to view, at a planned meeting or on request. During these meetings, parents/carers will be able to consult with teaching staff on any concerns they have.

## **8. Staff Training**

All staff are provided training and support to help them deliver effective Relationships and Sex Education and respond to situations with consistency and sensitivity, taking account of religious, social and cultural issues.

Outside agencies may at times be used to compliment the RSE programme.

## **9. Monitoring and Evaluation**

Monitoring of our RSE Education programme will be carried out on a regular basis by the PSHE Leader. This will involve consultation with staff and pupils; PSHE floorbook looks as well as review of half-termly SCARF assessments.

## **10. Parents**

We will share responsibility for the education of pupils, with parents, who will be kept informed and involved through class newsletters, awareness raising opportunities and individual discussions when appropriate.

From September 2020, parents will have the right to request their child be withdrawn from some or all of sex education delivered as part of RSE but *not* the right to withdraw their child from Relationships Education, Health Education or Science.

In PSHE and RSE meetings in term 4, parents will be able to see an overview of planning and resources that will be used and ask questions about RSE teaching.

We encourage parents to discuss their concerns with their class teacher or RSE co-ordinator.



## Appendix 1:

<b>Appendix 1: DfE Statutory Guidance Categories: Relationships Education (Primary) By the end of primary school pupils should know:</b>	
<b>Families and people who care for me (FPC)</b>	<ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>2. 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>3. 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>4. 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>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. 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> </ol>
<b>Caring friendships (CF)</b>	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. 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>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. 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>5. 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> </ol>
<b>Respectful relationships (RR)</b>	<ol style="list-style-type: none"> <li>1. 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>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. 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>6. 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>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<b>Online relationships (OR)</b>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. 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>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. 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>5. how information and data is shared and used online.</li> </ol>
<b>Being safe (BS)</b>	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>2. 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>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>

## Appendix 2: Overview of RSE mapping through school across year



### Relationships Education Lesson Plan Grid inc. non-statutory Sex Education

Map of SCARF lesson plans that ensure schools meet the requirements of the **DfE draft Primary Relationships Education** curriculum, and also **National Curriculum Science**.

Please note: the full **SCARF** resource provides further relevant lesson plans across all year groups, building the essential foundations of effective Relationships Education and Health Education including: communication skills, anti-bullying, assertiveness, managing risk etc.

SCARF units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Me and My Relationships</b> (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)	Thinking about feelings  Our feelings  Feelings and bodies Our special people balloons Good friends	How are you feeling today?  Being a good friend  Let's all be happy	My special pet  Looking after our special people Friends are special	Ok or not ok (1) Ok or not ok (2)  When feelings change  Under pressure	How good a friend are you?  Relationship cake recipe	Solve the friendship problem Assertiveness Don't force me Acting appropriately
<b>Valuing Difference</b> (DfE category: Respectful relationships)	Same or different? Who are our special people?	What makes us who we are? How do we make others feel? My special people	Family and friends Let's celebrate our differences Zeb	Islands Friend or Acquaintance That is such a stereotype	Qualities of friendship Happy being me Is it true?	Ok to be different We have more in common than not Advertising friendships! Boys will be boys? -challenging stereotypes
<b>Keeping Myself Safe</b> (DfE category: Being safe, Respectful relationships, Online relationships)	Who can help? (1)  Harold loses Geoffrey  Good or bad touches	How safe would you feel?  What should Harold say?  I don't like that! Fun or not? Should I tell? Some secrets should never be kept	None of your business!  Raisin Challenge (1)	Keeping ourselves safe Raisin Challenge (2)	Decision dilemmas Would you...?	Traffic lights To share or not share? Joe's story (part 2)
<b>Rights and responsibilities</b> (DfE category: Being safe)		Feeling safe		Who helps us keep healthy and safe?		Fakebook Friends
<b>Being my best</b> (DfE category: Being safe)			I am fantastic!	What makes me ME!	Independence and Responsibility Star qualities	What's the risk (2)
<b>Growing and changing</b> (DfE categories: Respectful relationships, Online relationships, Being safe)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body Space Secret or surprise? My changing body	My feelings are all over the place! All change! Period positive Secret or surprise Together	How are they feeling? Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings Help I'm a teenager, get me out of here! Stop, start stereotypes	I look great! Media Manipulation Is this normal? Making babies What is HIV?

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