

Hawridge and Cholesbury CE School



Sex and Relationship Education Policy

Date: July 2020

Review Date: July 2023

1. Our school vision and values

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

2. School ethos

At Hawridge and Cholesbury C of E school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at primary, but recommended by the DfE. We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum. As a Church of England school along with this policy we will be following the RSHE Charter from The Church of England Office (Appendix 4).

2. Aims of the Sex and Relationship Education policy

In this policy, we aim to define the Sex Education taught at Hawridge & Cholesbury C of E School which is taught in addition to that covered by our Science curriculum. We will outline the subject content, how it will be taught and who is responsible for teaching it. Parents/ carers have the right to withdraw their children from non-statutory sex education lessons and the school has protocols established to facilitate this.

This policy was agreed following consultation with parents. We work with parents, offering support in talking to their children about sex education and how to link this to what is being taught in school.

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Sex Education Policy.

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by September 2020

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching of Sex Education and Relationship education.
- Help parents and carers to understand what is covered in Sex Education and Relationship education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Sex Education.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education.
- Give staff clear guidance on the teaching of SRE teaching as a Church of England School (appendix 4)

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).

To comply with the requirements to have an up to date RSE policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education(June 2019).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups . The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

www.legislation.gov.uk/ukpga/2010/15/contents

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships/ Sex Education teaching are identified and followed in accordance with the school safeguarding policy.

3. Parents'/ carers right to withdraw

At Hawridge and Cholesbury C of E school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents/ carers to make an appointment to come in and speak to the Headteacher about any concerns they may have. Requests for withdrawal should be put in writing.

Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHCE curriculum.

4. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils.

This policy links to the PSHE policy, Relationships Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy.

We aim to work collaboratively with parents/ carers to ensure pupils receive Sex Education lessons that are relevant and age appropriate and sensitive to the needs of the community we serve. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

5. Definition of Sex Education and Relationship Education.

Sex Education at Hawridge and Cholesbury C of E school is taught through the PSHE curriculum as part Relationships Education. Sex education is taught in addition to the statutory science curriculum and provides factual and age appropriate knowledge about conception and birth. In preparation for the secondary RSE curriculum, sex education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotional personal space, how to keep themselves safe, and how to report concerns or issues. Puberty Education is part of statutory Health Education and parents/cares do not have the right to withdraw their child from this aspect of the curriculum.

Relationship Education

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

6. The Curriculum

Intent

Why teach Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (page 23)

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools school have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born'.

High quality Sex Education supports pupils to:

- Be taught factual and correct information about this how a baby is conceived and born
- Explore in a safe and managed environment questions they may have about puberty and give them an age appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approached to this
- Recognising and establish their own personal boundaries, and privacy relating to their own bodies terminology
- Dispel myths and incorrect information about sex and how a baby is conceived and born

- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse,(including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering into social media conversations

Why teach Relationships Education?

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness , consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty , integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

Implementation

Sex Education is delivered through the Relationships curriculum as part of PSHE education. To ensure the content and delivery of sex education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

What we use – Christopher Winter Project and PSHE Association programme of study

Who Class teachers teach this with two adults in the classroom.

When - part of the PSHCE curriculum in throughout the school

– please see appendix 1 for an overview of Christopher Winter project access will be made for children with SEND.

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn. Ground rules will be used during these lessons (appendix 2)

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe*

*We teach the scientific names of body parts throughout the school

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Impact

High quality sex education will enable our pupils to:

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life

- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe on line, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

7. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

8. Roles and responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE including Sex Education is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision including sex education and treat other with respect.

9. Working with parents and carers

We keep parents/ carers informed about when sex education will take place. We offer dedicated parent sessions Parents /carers are welcome to make an appointment to view materials used to teach sex education.

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum. For some guidance for parents from the DfE see appendix 3.

10. Working with outside agencies and visiting speakers

The school may make use of professionals, such as the school nurse, in the development and implementation of the SRE programme. Such members of the wider community will be made aware of the school's policy and will be required to abide by it

11. Monitoring, evaluation and training

Sex education and relationship Education will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school.

To ensure staff are confident to deliver all aspects of the PSHE curriculum including sex education, access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

Appendices

Appendix 1 Sex Education Curriculum

CWP

Appendix 2 Ground rules an example

Work with pupils to establish a list of ground rules that will increase their feelings of safety and comfort during puberty and sex education classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

It may be helpful to frame the ground rules in a creative way, such as:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Appendix 3 – DfE guide for parents

DfE information for parents

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Statutory Guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>