

Mayflower



FEDERATION

Relationships and Sex Education (RSE) Policy

September 2020

Context

This policy covers the Mayflower Federation's approach to Relationships and Sex Education in its schools. It has been developed through consultation with parents, carers, teaching staff, non-teaching staff, governors and a Personal, Social and Health Education/Relationships and Sex Education (PSHE/RSE) consultant.

This policy ensures that staff and parents/carers are clear about the statutory requirements for RSE and that staff understand their responsibility to implement this policy so that pupils receive their educational entitlement.

The policy has been informed by needs assessments with year groups and classes and has been updated to take into account statutory guidance from the Department for Education which becomes effective in September 2020. It has also been informed by a number of guidance documents. For a full list of the guidance documents used please see Appendix 1.

Definitions

We define 'relationships and sex education' as supporting the emotional, social and cultural development of pupils, and involves learning about different types of relationships, including friendships, diversity and personal identity, healthy lifestyles, sexual health and sexuality. RSE involves a combination of sharing information and facts, and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationships and Sex Education includes planned, age-appropriate opportunities to support the development of self-confidence and relationships, enabling pupils to participate harmoniously in the wider community. We believe the teaching of Relationships and Sex Education, using an integrated and consistent approach, is important for our pupils and our school because it enables pupils to make informed choices throughout their development. We strive to support and promote the achievements and confidence of all pupils. Celebrating everyone's success in a happy, creative environment where differences are valued is a key aim of our school.

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 – Keeping Healthy subject leaders pulled together all relevant information including relevant national and local guidance
2. Pupil consultation – we investigated what exactly pupils want from their RSE
3. Governor consultation – amended policy presented at governors meeting
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
6. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The governing board:

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests from parents to withdraw pupils from non-statutory components of RSE (see Parents Right to Withdraw section below)

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
- 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 Keeping Healthy Subject Leader or the headteacher.

Pupils:

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

Statutory regulations and guidance

Current regulations and guidance from the Department for Education relating to section 34 of the Children and Social work act 2017, states that maintained primary schools must provide relationships education to all pupils. Preparing pupils for the physical and emotional changes in puberty is also a statutory requirement under Health Education guidance.

Whilst it is not statutory that primary schools provide sex education outside of what is taught in the national curriculum for science, how a baby is conceived and born, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At our schools, we will continue to teach sex education because we want to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle and reproduction set out in the national curriculum for science, have the opportunity in Year 6 for age appropriate discussions. These skills are taught in the context of self-respect and respect for others, love and family life. These lessons give pupils the opportunity to explore attitudes and values and develop life skills in order to empower them to make positive decisions about their health, safety and wellbeing as they grow up.

At the Mayflower Federation we teach RSE as set out in this policy.

Curriculum development

Our curriculum is set out as per the table in Appendix 2 but we may need to adapt it as and when necessary.

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 outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

The topics outlined in the statutory guidance from the Department for Education are for relationships education are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For a full list of the things that pupils should know about each of these topics by the end of primary school, please see Appendix 3

In sex education, we aim to:

- Prepare boys and girls for the physical and emotional changes that adolescence brings
(this is statutory under new Health Education guidance)
- Provide knowledge of human reproductive processes - how a baby is conceived and born
- Create a positive culture around issues of sexuality and relationships

Delivery of RSE

Relationships and Sex Education is coordinated by the Keeping Healthy Faculty under the guidance of the Senior Leadership Team. It is delivered by class teachers with support from a PSHE/RSE specialist, June Fraser, using resources from the Christopher Winter Project, as recommended by Southwark

RSE is taught within the Personal, Social, Health and Economic education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

The scheme of work is delivered in a variety of ways using a range of teaching and learning styles to support pupil participation and the development of skills, knowledge and attitudes. There may be times when single gender groupings are more effective. This will be at the discretion of the class teacher, who is most familiar with their class' needs

Safe and effective practice

As Relationships & Sex Education incorporates the development of self-esteem and relationships as well as safety, pupils' learning does not only take place through the taught curriculum. It occurs through all aspects of school life, including: Opportunities for social interaction & development (classroom / playground / dining hall / extra-curricular activities / school visits).

ICT/Computing curriculum and when using ICT equipment in the classroom, particularly in supporting pupils to recognise ways that they could put themselves at risk through the use of technology.

These areas of learning are 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).

The inclusive approach our schools take to the teaching of RSE fosters good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Some pupils may use terms associated with sexuality as a way to harass other pupils. This is unacceptable. All staff strongly oppose discrimination and harassment of any kind, including homophobia. These incidents are dealt with and monitored in accordance with our Behaviour and Equal Opportunities Policies. An understanding and celebration of human difference is an important aspect of education and will be given priority in school.

If a child asks a difficult question, the adult will use their professional judgement in deciding how to answer it in an age-appropriate way. This may be through class discussion, individual discussion or encouraging the child to talk to their parent.

Teaching approaches will take in to consideration the needs and abilities of all children including those with SEND.

Confidentiality and safeguarding

Whilst encouraging a trusting relationship between staff and pupils, it is important to remember that complete confidentiality cannot be offered. Should there be any concerns about any individual, the member of staff will share their concerns with a member of the Senior Leadership Team, SENCO or Family Services Team (Designated Persons for Safeguarding and Child Protection) The designated Person will then act in accordance with the school's Safeguarding (Child Protection) Policy.

Working with parents/carers

The scheme of work and resources are available for parents to view on an individual family basis. Parent drop-ins are arranged regularly for parents to view the curriculum and seek advice or discuss the curriculum with senior members of staff or the curriculum specialist. Alternatively, parents / carers are invited to speak to the school office to arrange a suitable time to view the curriculum.

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.

If a parent or carer requests for their child to be excused from sex education, this should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

Assessment and monitoring

The RSE scheme of work has been developed to include learning objectives and assessment opportunities to enable the teacher to make judgements about pupils' learning and progress.

The delivery of RSE is monitored by the Keeping Healthy Subject leader through:

- Book looks
- Learning walks
- Planning scrutiny
- Lesson observations

This policy will be reviewed by the Keeping healthy Subject Leader annually. At every review, the policy will be approved by the governing board and the headteacher.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

RSE Policy review date

September 2021

Appendix 1: Full list of guidance documents used to inform this policy

- The Children Act 2004
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- Science Programmes of Study KS1 and KS2 (DfE 2013)
- Sex & Relationship guidance DfEE 7/2000
- National Healthy School Standard Guidance (DfEE 1999)
- National Curriculum in England Key Stages 1 and 2 Framework Document (DfE 2013)
- Sex and Relationships Education (SRE) for the 21st Century (supplementary advice to the Sex and Relationships Education Guidance DfEE 2000) from Brook, the PSHE Association and the
- Sex Education Forum research evidence and guidance documents
- Current child protection guidance and our school's safeguarding policy including policies relating to e-safety
- Our school's behaviour and equalities policy
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- DfE Relationships, Relationships and Sex Education, and Health Education statutory guidance 2017

Appendix 2: Mayflower Federation RSE Curriculum Overview

CWP Curriculum Overview

reception year 1 year 2 year 3
year 4 year 5 year 6 Additional

<p>Reception Family and Friendship</p> <p>Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families</p>	<p>Year 1 Growing and Caring For Ourselves</p> <p>Lesson 1: Different Friends Lesson 2: Growing & Changing Lesson 3: Families & Care</p>	<p>Year 2 Differences</p> <p>Lesson 1: Differences Lesson 2: Male & Female Animals Lesson 3: Naming Body Parts</p>
<p>Year 3 Valuing Difference and Keeping Safe</p> <p>Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support</p>	<p>Year 4 Growing Up</p> <p>Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships</p>	<p>Year 5 Puberty</p> <p>Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and Support</p>
<p>Year 6 Puberty, Relationships & Reproduction</p> <p>Lesson 1: Puberty & Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, Conception & Pregnancy Lesson 4: Online Relationships</p>	<p>Additional Folder Year 5/6</p> <p>Unit 1: FGM Unit 2: Respect and Equality</p>	

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

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

Appendix 4: 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	Include notes from discussions with parents and agreed actions taken.
Staff Signature	