

Mayflower



FEDERATION

**Relationships and Sex
Education Policy (RSE)
2024**

Introduction

This policy has been developed through consultation with parents, carers, teaching and non-teaching staff, governors and a PSHE/RSE consultant. It has been informed by needs assessments with year groups and classes. It is the governors' responsibility to ensure that the policy is carried out effectively. This policy ensures that staff and parents/carers are clear about the statutory requirements regarding RSE and that pupils receive their educational entitlement. It is therefore important that staff and visitors understand that they have a responsibility to implement this policy.

This policy has been informed by the following guidance documents:

- 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 (RSE) 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
- Current child protection guidance and the school's safeguarding policy including policies relating to e-safety
- The school's behaviour and equalities policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019)

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Rationale

The teaching of Relationships & Sex Education, using an integrated and consistent approach, is an important aspect of pupils' education, enabling them to make informed choices throughout their development.

Relationships & Sex Education includes planned opportunities to support the development of self-confidence and relationships, enabling pupils to participate harmoniously in the wider community. 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.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help children develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- Support pupils to understand and express their feelings through providing appropriate vocabulary and communication skills.
- Support pupils to understand how to keep themselves safe.
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- Develop sensitivity towards the needs of others.
- Provide knowledge of loving relationships.
- Provide knowledge of human reproductive processes.
- Inform on matters of personal hygiene and related health issues.
- Encourage exploration of values and moral issues taking into account physical, emotional and moral risks associated with certain behavior.
- Provide information about agencies that can give support and information on health and related issues.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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

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

Curriculum

Our curriculum is set out as per Appendix 1 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Organisation

Relationships & Sex Education is co-ordinated by the Keeping Healthy Faculty under the guidance of the Senior Leadership Team. It is delivered by class teachers using planning and resources from the Christopher Winter Project, as recommended by Southwark.

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 RSE does not encourage early sexual experimentation. It should teach young people to respect themselves and others. (DfE Guidance 2000) appropriate. This will be at the discretion of the class teacher, who is most familiar with their class' needs.

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.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education 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.

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

As Relationships & Sex Education incorporates the development of self-esteem and relationship 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 centre / extra-curricular activities / school visits).

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 the school takes to the teaching of RSE will foster 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. If the question is not age appropriate, the adult will explain that they will not be able to answer at this stage as the lesson taught is tailored specifically for the specific year group.

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

Assessment

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.

Roles and responsibilities

1 The governing board

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

2 The headteacher

The headteacher 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 (see Parents Right to Withdraw section below)

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
- › 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.

4 Pupils

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

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.

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

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

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.

Monitoring arrangements

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

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

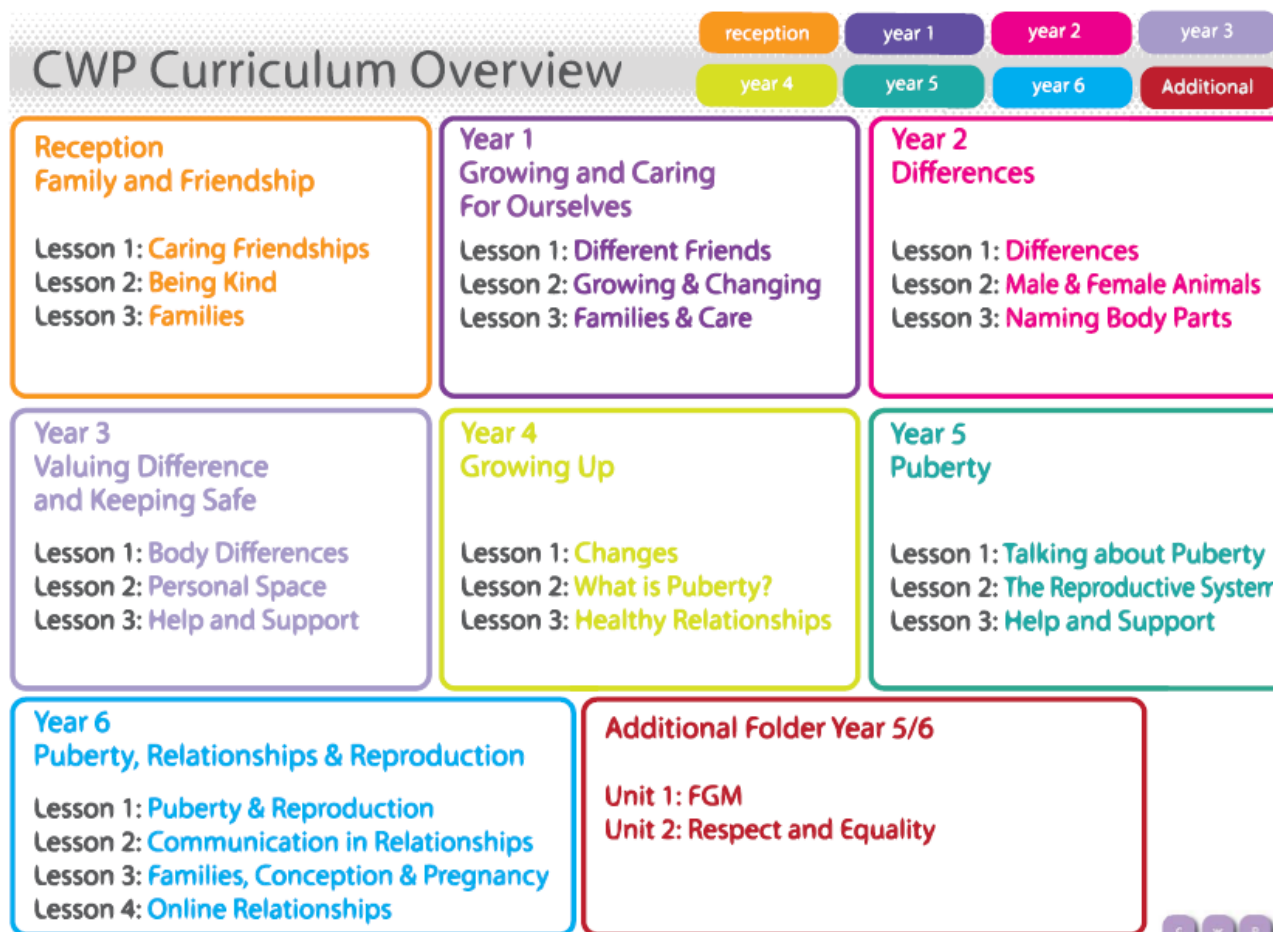
This policy will be reviewed by the Keeping healthy Subject Leader annually. At every review, the policy will be approved by the governing board and the headteacher.

Confidentiality and Child Protection

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 the Designated Safeguarding Lead, or a Deputy Designated Safeguarding Lead (a member of the Senior Leadership Team, SENCO or Family Services Team). This member of staff will then act in accordance with the school's Safeguarding (Child Protection) Policy.

Appendix 1: Curriculum map

Relationships and Sex education curriculum overview



Appendix 2: 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 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 | Include notes from discussions with parents and agreed actions taken. |
| | |
| Staff Signature | |

