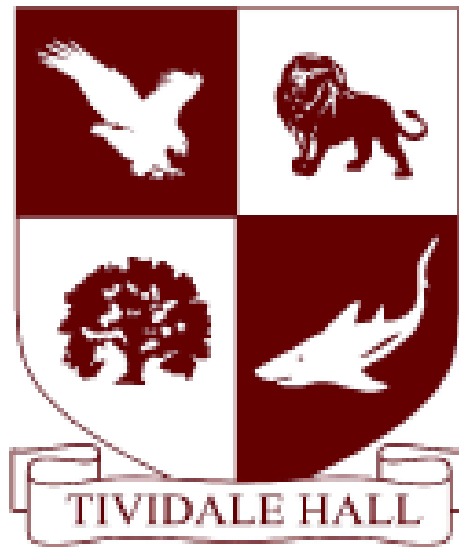


Tividale Hall Primary School



Relationships and Sex Education Policy

This policy was developed in response to:

- RSE and Health Statutory Guidance 2020
- Keeping Children Safe in Education (Statutory Guidance)
- Equality Act 2010
- SEND Code of Practice
- Mental health and behaviour in schools (advice for schools)
- Preventing and tackling bullying (advice for schools)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools (guidance for schools)

This policy should be considered alongside the following:

- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities

The consultation process has involved:

- Consultation with wider school community e.g. school nurse, EDS
- Consultation, agreement and implementation of policy by school governors

What is Relationships and Sex Education?

Relationships and Sex Education is a curriculum that promotes the development of healthy, respectful relationships focusing on family and friendships in all contexts including online. Sitting alongside this, it is essential to provide pupils with:

- an understanding of how to be both physically and mentally healthy
- support and guidance about taking care of themselves
- information on the importance of the development of personal attributes

Focussing on well-being and attainment prepares children to become successful and happy adults who make a meaningful contribution to society.

Principles and Values

Tividale Hall Primary School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils in our care
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; single parent families; same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity
- encourage pupils and staff to share and respect each other's views. Be aware of different values and opinions to sexual orientation and sexual identity without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma, embarrassment and/or prejudice
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

Aims and Objectives

The aim of RSE is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.

- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship(s) they want
- understand the consequences of their actions and behave responsibly within personal relationships
- communicate effectively by developing the appropriate language for sex and relationship discussions and issues
- have an understanding of consent
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation avoid being pressured into uncomfortable or dangerous situations and know how to keep themselves safe (including online)
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Relationships and Sex Education has 5 main sections

Families and people who care for me

Characteristics of diverse families and the love, stability and security that they provide. How to recognise if family relationships are making them feel.

Caring friendships

Characteristics of friendships and how to form healthy friendships as well as coping with conflict and recognising when a friendship is not having a positive influence.

Respectful relationships

Respecting everyone regardless of differences, self-respect, good manners both in school and within the wider community.

Online relationships

Understanding the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Understanding how to critically consider online friendships and sources of information including awareness of the risks associated with people they have never met. Know how information and data is shared and used online.

Being safe

Understanding boundaries, concepts of privacy and differences between what is safe/unsafe or appropriate/inappropriate. Know how to recognise and report feelings of being unsafe, how to ask for advice and how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Content/ scheme of work:

Tividale Hall specifically delivers Relationship and Sex Education through its PSHE Programme, RE and Science lessons in EYFS, KS1 and KS2 and links are made with other curriculum areas wherever possible and using 'Votes for Schools' and 'Healthy Mind, Happy Me'.

Much of the Relationship and Sex Education at Tividale Hall Primary School takes place mainly within PSHE lessons where teachers and support staff deliver the PSHE curriculum, sometimes with support from professionals from outside agencies where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics, as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year group with age appropriate content.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate, personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

The well-being team, who are a group of professionals with extensive training and skills in many areas involving Social and Emotional Mental Health, are available at all times to work with individual pupils and small groups to offer additional support as and when required. More expert or specialist staff will support other staff that may initially be uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for all staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of retrieval, knowledge, understanding, interpersonal skills, and attitudes.

Who delivers RSE?

Lessons are taught by class teachers and support staff who have a good knowledge of the children's needs and circumstances. RSE lessons are set within the wider context of the PSHE curriculum. The PSHE Programme and Science National Curriculum are taught in every year group. Outside agencies may be involved where content is particularly sensitive or subject specific e.g. puberty.

The key elements of the RSE curriculum along with PSHE (Personal, Social Health and Economic Education), SEMH (Social and Emotional Mental Health), SMSC (Spiritual, Moral, Social and Cultural) and MBV (Modern British Values) are all an embedded, integral part of our whole school ethos where inclusivity and mutual respect are at the heart of everything we do.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

SEND Pupils

We will ensure that all pupils receive relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of withdrawal of pupils from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Relationships and Sex Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and/or decisions with the Head Teacher at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head Teacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the relationships and sex education policy and curriculum.

From September 2015, Ofsted was required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development, and quality of provision.

Headteacher

Date:

Chair of
governors

Date:
