

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Relationships and Sex Education (RSE) Policy

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

1. Aims

Relationships and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and is concerned with helping children make responsible decisions about the relationships that they form with others and helping them understand the changes and challenges which sexual maturity brings.

Sex Education will be taught as part of the Personal, Social and Health Education (PSHE) programme and also fulfils the requirements of the Key Stage 2 Science curriculum, concerning the main stages of the human life cycle and the life processes common to humans and other animals include nutrition, growth and reproduction.

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
- ◆ Help pupils develop feelings of self-respect, confidence and empathy
- ◆ Create a positive culture around issues of sexuality and relationships
- ◆ Teach pupils the correct vocabulary to describe themselves and their bodies

There are three main elements:

Attitudes and Values

- ◆ learning the importance of values and individual and moral considerations;
- ◆ learning the value of family life, marriage and stable and loving relationships;
- ◆ learning the value of respect, love and care;
- ◆ developing critical thinking as part of decision making.

Personal and Social Skills

- ◆ learning to manage emotions and relationships confidently and sensitively;
- ◆ developing self-respect and empathy for others;
- ◆ learning to make choices based on an understanding of difference and with an absence of prejudice;
- ◆ developing an appreciation of the consequences of decisions made;
- ◆ learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- ◆ learning and understanding physical development at appropriate stages;
- ◆ understanding emotions and relationships;
- ◆ learning about reproductions.

2. 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 Alder Coppice Primary School we teach RSE as set out in this Policy.

3. Policy Development

This Policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involves as appropriate feedback from parents, staff, children and governors with advice and guidance from the Dudley School Nurse team.

We recognise that 'parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings' (*Circular 11/87*). Our approach to Relationships and Sex Education in school will be complimentary and supportive to the role of parents. Parents will be invited to hear about the content of the Year 5 Relationships and Sex Education programme and to familiarise themselves with the materials and resources used in school.

4. 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.

5. Curriculum

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this Policy, adults will respond in an appropriate manner.

Primary sex education will focus on:

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

6. Delivery of RSE

RSE is taught within Personal, Social, Health Education (PSHE). Biological aspects of RSE are also taught within the Science curriculum, and other aspects may be included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions delivered our PSHE Subject Leader based on guidance and in consultation with the local School Nurse team.

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

Sex Education focuses on

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

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).

Issues concerning Sex Education may arise as part of other subject areas or the Personal, Social, Health Education children receive throughout their time at school. These will be dealt with sensitively with regard to the age and maturity of the children concerned.

The programme content will include:

- ◆ human and animal/plant life cycle and reproduction;
- ◆ naming parts of the body;
- ◆ changes in the body related to puberty;
- ◆ when these changes are likely to happen and what issues may cause young people anxiety and how to deal with these;
- ◆ how a baby is conceived and born.

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board will approve the RSE Policy.

7.2 Senior Leaders

The Headteacher is responsible for ensuring that RSE is taught consistently across the School. The Deputy Headteacher manages requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff and Lead Health Professionals

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/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE must discuss this with the Headteacher.

The Subject Leader for PSHE and RSE is Mrs N Hayden. All teachers and HLTAs are involved in the teaching of PSHE and may deliver aspects of RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, in line with the School's Respect & Responsibility Code.

Outcomes for Pupils

As a result of the School's PSHE programme children should:

- ◆ develop confidence in talking and thinking about feelings and relationships;
- ◆ be able to name parts of the body and describe how their bodies work;
- ◆ be able to protect themselves and ask for help and support;
- ◆ be prepared for adolescence.

See Appendix 1.

Safeguarding/Child Protection of Pupils

An effective Relationships and Sex Education programme, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. In such a case the School would follow the appropriate Child Protection Policy guidelines.

The PSHE programme contains opportunities to talk about issues relating to Staying Safe and Child Protection with children, as appropriate to their age.

The Keeping Safe Team, consisting of the 2 Designated Safeguarding Leads and the Keeping Safe Guardians from Years 5 and 6 lead our Staying Safe weeks, assemblies and drop-in sessions to support children across the School.

8. Parental Involvement and Parents' Right to Withdraw

Parental Involvement

Prior to the children beginning Relationships and Sex Education topics parents will be informed by letter about the work and Year 5 parents will be invited in to school to view any relevant material that will be used as part of the topic.

Right to Withdrawal

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/non-Science components of sex education within RSE.

Requests for withdrawal should be put in writing using the Form found in Appendix 2 of this Policy and addressed to the Deputy Headteacher.

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

9. Training

PSHE and RSE forms part of the ongoing cycle of staff professional development.

The Headteacher will also invite visitors from outside the School, such as school nurses or other health professionals, to provide support and training to staff as appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader.

Appendix 1: 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

TOPIC	PUPILS SHOULD KNOW
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 consideration for others in relationships with friends, peers and adults
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

TOPIC	PUPILS SHOULD KNOW
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

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Appendix 2: Parent Form: Withdrawal from Sex Education within RSE

– Please return to the Deputy Headteacher at least 2 weeks prior to the published date of the planned lesson.

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	
Discussion with Year Group Staff including alternative provision	
Signed	
	Deputy Headteacher
Date	