



Relationship and Sex Education (RSE) Policy

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Policy Amendments:

Review Date	Detail
March 21	Updated some of the wording to ensure it complied with policy and scheme of work

Sunnyside Academy

Relationship and Sex Education Policy

1 Statement of Intent

At Sunnyside Academy we aim to provide exciting learning opportunities which motivate and engage our children by offering inspiring, accessible learning opportunities.

A range of teaching and learning opportunities will offer a differentiated, bespoke curriculum which celebrates each individual child's successes. Through their natural curiosity, we will strive to enable the development resilient, confident lifelong learners.

2 Rationale and Ethos

This policy covers our school's approach to Relationship and Sex Education (RSE). Relationship and Sex Education (RSE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age appropriate and sensitive way. RSE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

Our school ethos is strongly supported through, and embedded in the delivery of a whole school PSHE curriculum. We enable children to become healthy, independent and responsible members of society, and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British Values in their lives. We ensure SRE fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality by challenging all forms of discrimination RSE lessons and in every-day school life.

This policy was produced by the Health and Well-Being Lead through consultation with the Health and Well-Being team. Pupils have been involved in the creation of this policy through Student Voice where their needs and ideas have been discussed with pupils in School Council.

3 Aims and Objective for Programme of Study

3.1 The Intended outcomes of our programme are as follows:

- To enable pupils to make responsible, informed and healthy decisions about their lives, both now and in future.

- To teach our pupils to respect themselves and others so that they can move confidently from childhood to adolescence and into adulthood. Including fostering gender equality and LGBT+ equality
- To ensure pupils understand the physical and emotional changes during puberty and that it is a gradual developmental process that is supported by a partnership between home and school;
- To encourage pupils to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationships to others.
- To learn how to get help and advice, with regards to RSE, including reliable information online.
- To promote safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.

We promote the needs of all pupils in our school by ensuring every child has the opportunity to access RSE education provision. Regardless of gender, culture, ability, SEND needs, all pupils are a part of our inclusive school and will therefore have access to an inclusive education.

3.2 SEND Pupils

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) as class teachers, under the advice and guidance of the Health and Well-Being Team, select the lessons most appropriate to the age, stage and maturity of the pupils within the group being taught. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in their Individual Education Plans (IEPs) or SEN Support Plans.

Hearing Impaired (HI) and deaf pupils will participate in Deaf Studies as well as much of the PSHE curriculum, this will be tailored to their individual needs as assessed by the teacher.

Other pupils with SEND, including Visually Impaired (VI) and blind children, will be supported not only by the teacher, but in most cases a Specialist Teaching Assistant.

The schools RSE policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, based on Respect. All pupils will be treated equally regardless of gender, race, disability, social background etc.

4. Roles and Responsibilities

The Health and Well-Being team is responsible for monitoring the standards of teaching in relation to PSHE and RSE. The team supports colleagues in the teaching of RSE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. We allocate specific time for our team to enable them to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Staff will have access to online resources with a PSHE Association membership and attend courses to keep up-to-date with developments. The Health and Well-Being team will pass on any further information to staff as it becomes available.

We will use external speakers, where relevant, to support in the delivery of PSHE and RSE across the school. This will be managed by class teachers to ensure objectives and outcomes are appropriate. Such sessions will be used to enrich the PSHE programme, not to substitute the core teaching provision.

It is the responsibility of the Head teacher and governors to ensure that both staff and parents/carers are informed about our Growing Up and Keeping Safe policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about Growing Up and Keeping Safe effectively, and handle any difficult issues with sensitivity. The Well-Being Lead or PSHE Coordinator liaises with any external agencies regarding the school programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Head teacher, Well-Being Lead and PSHE Coordinator monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

5. Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary school). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)

- Children and Social Work Act (2017)

6. Curriculum Design

We have produced a progression overview for the PSHE curriculum (Including RSE aspects) based on the guidance issued by the Government, the PSHE Association and the knowledge of our own pupils. Please see Progression overview for PSHE for more information.

6.1 EYFS

PSED (Personal, social and emotional development) is taught in Reception and Nursery as an integral part of the topic work covered over a two year rolling programme. As part of the Early Years Foundation Stage Framework, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and Development Matters. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development and promotes the SMSC development of all pupils.

PSED is broken down into three areas. These are 'Self Confidence and Self-Awareness', 'Managing Feelings and Behaviour' and 'Making Relationships'.

However, PSED is covered in most areas of the EYFS and day to day teaching incorporates the range of skills needed to prepare pupils for KS1.

6.2 KS1 & KS2

For Y1-Y6, we are beginning to use the PSHE Association's Scheme of Work Planning Toolkit. Many aspects of RSE are also covered as part of the Compulsory Science Curriculum.

6.3 In Y1 & 2 pupils learn about:

PSHE - about feelings, people who are special in our lives, ways of dealing with issues, emotional changes and the importance of discussing issues. We encourage pupils to ask for help if they need it as well as people who can help. Pupils learn about respecting each other, themselves and their communities. They also learn about good hygiene routines, healthy lifestyle choices and about keeping themselves safe.

Science – pupils learn about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body both internal and external including genitalia.

We use the scientific terminology for genitalia from Foundation Stage to Year 6.

6.4 In Y3 & Y4 pupils learn about:

PSHE – The pupils continue to learn about relationships, ways of responding to others, positive friendships and solving conflicts and disputes, bullying, acceptable and unacceptable physical contact, secrets and keeping safe, appreciating diversity, managing good hygiene and germs, healthy lifestyles and keeping safe online and in the local area. Pupils are taught about personal safety including bullying, cyber bullying and being touched by anyone that has made them feel uncomfortable and what to do in these situations and who to

talk to. In the Summer Term of Y4, pupils will be taught the introduction to puberty sessions. Teachers will make adjustments appropriate to the stage and maturity of their class, in line with Government recommendations.

Science- The children are taught about growth and movement as well as how to look after their teeth and general oral hygiene

6.5 Years 5 & 6 children will learn about :

PSHE - relationships, in particular about healthy and unhealthy relationships, compromise and feedback, confidentiality and when to break it, challenging stereotypes and discrimination. Coping with transition and change and also bereavement will be covered. Strategies for staying safe in the local area and online, including sharing images and phone safety. Pupils will learn what to do when they are in an uncomfortable situation, and who they can go to for help. Pupils will consider how the media affects perceptions and also about the risks and effects associated with drugs. Pupils in Y6 will also cover independence and responsibility, including resisting peer pressure.

Science - the children are taught in more depth about the emotional and physical changes that happen during puberty, life processes, and the main stages of the human life cycle, including conception.

We place an emphasis on active learning by including the children in discussions, investigations, role play and problem-solving activities. These styles can be taught to the whole class or in small groups. There may be times when it may be deemed appropriate to separate the pupils for discussion so that pupils feel comfortable and can talk openly. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. Where relevant and appropriate, children have the opportunity to hear visiting speakers, such as school nurse, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

7.0 Assessment

Teachers assess the children's work in RSE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work. Children may also be assessed through discussion and questioning and participation in groups. These assessments are measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

8.0 Safe and Effective Practice

We will create a safe and supportive learning environment by ensuring all pupils and staff are aware of the ground rules before becoming involved in any

sensitive discussions. Staff are careful to ensure their own beliefs and attitudes do not influence the pupils in PSHE.

All classes in KS1 and KS2 have an anonymous Worry Muncher for all pupils to share sensitive thoughts and information. Pupils know that staff will be sensitive whilst dealing with issues which may arise.

In order for all pupils to feel safe and be safe, these ground rules will be used throughout school during the delivery of Circle Time and the teaching of RSE.

They will be discussed at the beginning of every RSE session.

- We listen to each other
- We do not say or do anything that would hurt another person
- We signal when we want to say anything and do not speak when another person is talking
- We may say “pass”
- If a game involves touch, we may watch before deciding to join in

9.0 Confidentiality and Handling Disclosures

Due to the nature of RSE, pupils may seek advice or disclose personal information that staff will respond to appropriately. Teachers aim to deliver lessons in a sensitive manner, and in confidence within the remit of the school and Local Authority Safeguarding guidance; if a child makes a disclosure this will be referred to the designated teacher for child protection.

Children will be told that 100% confidentiality cannot be promised if the teacher thinks they are in danger of any kind. The Head teacher or teacher in charge of safeguarding will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding).

10.0 Responding to Pupils' Questions

When pupils raise questions, thought will be given by staff as to how the question is answered. Staff will respect all questions asked by pupils and will try to be as honest and open as possible. Staff will consider the prior knowledge of all pupils before answering any questions. If they feel it is not possible or appropriate to answer at that time, staff will ask pupils to wait for the answer. It is possible to say to pupils, 'That is a good question and I need time to think about it to give you a proper answer.'

If a safeguarding question arises by an anonymous question, staff will address the whole class if they believe it is suitable.

11.0 Links to other Policies

This RSE policy supports the following policies:

- Safeguarding Policy
- PSHE Policy
- Drugs policy
- Anti-bullying Policy

- Digital Citizenship Safeguarding Policy
- Preventing Extremism and Radicalisation Safeguarding Policy

Learning in PSHE classes will often link to the above policies. Staff will ensure that the relevant policies are read and adhered to.

12.0 Working with Parents and Carers

The school is well aware that the primary role in children's Relationship and Sex Education (RSE) lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the school's policy and practice;
- answer questions that parents or carers may have
- take seriously issues that parents or carers raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home;

Parents are able to read all policies on request from the school. The SRE policy is available on the website. We communicate with parents/carers through letters and Parentpay and they are informed of any relevant information or external material from organisations who may visit.

13.0 Parental Withdrawal

You cannot withdraw your child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

The science curriculum in all maintained schools also includes content on human development, including learning about the changing adolescent body and puberty, reproduction, which there is no right to withdraw from.

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. **This is highlighted in yellow on our progression overview.**

If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. The head teacher must grant this request. Where pupils are withdrawn from sex education, school will document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

14.0 Pubertal Provision

School are part of the 'Red Box Scheme' and any member of staff is able to discreetly provide sanitary products and if necessary spare underwear and clothing on request. There are also notices on the inside of the toilet doors in upper KS2, reminding pupils where sanitary products can be found.

The school provides sanitary disposal units in various places across school. This information will be shared with the pupils during their puberty session and as necessary.