St Ives School Haslemere

Relationships and Sex Education Policy

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Policy

St Ives school views Relationship and Sex Education (RSE) as a process of lifelong learning, involving physical, moral, and emotional development. RSE at St Ives aims to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good co-worker, and a stable, mutually supportive marriage or other type of committed relationship. It is also about the teaching of sex, sexuality, and sexual health in a way that is age appropriate and understood and retained by our pupils. Effective RSE does not encourage early sexual experimentation. It aims to have all the right provision in place to give students the background to make informed decisions and responsible choices as they grow up and to place importance on respect for themselves and others. At St Ives, we want to build our pupils' self-esteem and confidence to help them to make good, positive decisions and remain true to themselves when challenged by others, their peers or the media. Our aim is for our pupils to be aware of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds, and values of those around them. Lessons should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment. RSE should be underpinned by the school's wider ethos and values such as integrity and kindness, charity, and good manners. It should also promote the importance of self-respect and self-worth. We want our pupils to lead a healthy and safe lifestyle, to teach them to care and respect their bodies and to instil in them an awareness and confidence to seek information or support should they need it.

St Ives recognizes the fundamental partnership with parents and guardians throughout the process of preparing the children for happy and fulfilled relationships in adult life. St Ives School seeks to implement this policy through adherence to the procedures set out in the rest of this document. This policy applies to all members of our school community, including those in our EYFS setting. St Ives is fully committed to ensuring that the application of this Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document. In line with our provision of information policy, this document is available to all interested parties on our website and on request from the main school office.

Aims

The aims of Relationships and Sex Education (RSE) at St Ives School are as follows:

- To provide age - appropriate teaching with focus on friendship, family relationships and relationships with other children and with adults
- To provide balanced and factual information
- To enable pupils to make informed decisions and to react appropriately to different situations
- To help pupils understand their own emotional development, and emotions, such as self-respect, confidence and empathy.
- To stress the importance of considering the emotions and views of others.
- To emphasise the importance of good communication in relationships.
- To teach children about sex, sexuality and gender identity.
- To teach pupils the correct vocabulary to describe themselves and their bodies at an age appropriate level.
- To prepare pupils for puberty and give them an understanding of sexual development and health and hygiene.
- To create a positive culture and framework in which Relationships and Sex Education discussion can take place.

Equal Opportunities

Schools are required to comply with the relevant requirements of the Equality Act 2010. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE. At St Ives, the provision of RSE should foster open dialogue. Prejudiced views will be challenged, and equality promoted. Bullying will be dealt with in accordance with the school's anti-bulling policy.

SEND

St Ives will ensure that RSE is accessible to all its pupils. Quality teaching, along with differentiated / personalised learning, will support this. SEND may make some more vulnerable to exploitation, bullying and other issues and staff will be sensitive to this in their teaching.

Roles

At St Ives, the Head of PSHE, Jenny Duggin, is responsible for the creation and implementation of the RSE Policy. She is supported in the policy design and implementation by the Head of Science, Head of Computing and E-Safety Coordinator.

SMT / Governors.

SMT -

- Work with the Head of PSHE and related persons on agreeing and reviewing this policy on a yearly basis. (Or before, if required, e.g. due to changes in legislation) This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Provide opportunities for relevant training relating to RSE.
- Have oversight of RSE, e.g., ensuring staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of any aspect of the RSE curriculum.
- Work with those involved to ensure that RSE education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Support parental involvement in the development of the RSE curriculum and help foster a partnership with parents in its implementation.
- Ensure a positive, non-judgemental culture is fostered and encouraged in relation to RSE
- Communicate freely with staff, parents, and the governing body to ensure that everyone shares an understanding of the school policy and curriculum and that any concerns or opinions regarding the provision at the school are listened to, considered, and acted on as appropriate.

The Local Governing Body -

- Approves the RSE policy and any revisions annually (or before if required, e.g. due to changes in legislation).

Staff

- Ensure that they are up to date with school policy and curriculum requirements regarding RSE education, taking advantage of CPD, where provided
- Teach in accordance with policy and curriculum requirements
- Deliver RSE in a sensitive, balanced, and objective way
- Take concerns seriously, following relevant safeguarding and/ or other policy/ procedure, such as anti-bullying procedures, if deemed necessary
- Model positive attitudes to RSE
- Plan, monitor progress, and evaluate provision.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with SEND.

Pupils

Take RSE seriously, being considerate and respectful of others' feelings and beliefs.

Parents

St Ives recognises the importance of a positive partnership with parents in the teaching of RSE and encourages an open home environment where pupils can discuss, engage, and continue to learn about the RSE content. Parents are encouraged to seek school support if required.

Legislation/ Statutory guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 state that from September 2020, pupils receiving independent primary education must be taught Relationships Education. Schools should have started teaching from that date if they meet the statutory requirements. If they were not ready, or were unable to meet the requirements they should have begun teaching it by at least the start of the summer term 2021. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At St Ives, we deliver RSE within PSHE, Computing and Science, supplemented with various extra-curricular assemblies talks and activities. The PSHE policy and the PSHE, and above subjects' Schemes of Work should be read in conjunction with this. This policy is also informed by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018)

Curriculum Planning

The Head of PSHE has overall responsibility for RSE and will work closely with colleagues in related curriculum areas to ensure the RSE curriculum complements and does not unnecessarily duplicate content covered in other compulsory subjects such as ICT, Science and PE.

RSE is taught in conjunction with the half hour weekly Personal, Social and Health education (PSHE) curriculum and in conjunction with the Science and Computing curriculum.

Pupils may also occasionally receive further educational sessions delivered by a trained 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

When teaching within the context of family life, care is taken 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). Sensitive consideration is also given to the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

Within RSE lessons / activities, children will develop confidence in talking, listening, and thinking around RSE. Staff should see the RSE provision as a two-way process of disseminating information and listening to the children's own experiences and questions.

Further information on the expectations and curriculum content of RSE is set out in Appendix 1 and 2 of this policy.

Safeguarding

Teachers are aware that RSE, can lead to a disclosure of a Child Protection issue. When such concerns are raised, teachers will follow the normal safeguarding procedures, discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads. Visiting speakers will always be with a member of staff when delivering RSE content and teachers should fully brief speakers and risk assess visiting speaker sessions before their delivery. Any supporting agencies should work to the school's RSE policy, the school's values framework, and safeguarding protocols.

Parents Right to Withdrawal

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught. St Ives will inform parents, guardians, and carers about how RSE is delivered to their children within this policy and in a letter at the beginning of the year, which parents are invited to feed back on. In addition, related information is available within the PSHE, Computing and Science schemes of Work. From time to time, Parent Talks/ Workshops on subjects related to RSE will be available.

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 to the Head Teacher, Kay Goldsworthy. Alternative work will be given to pupils who are withdrawn from this.

Monitoring, Reporting and Evaluation

Teaching and learning in RSE will be monitored by the school through lesson observations, pupil discussions, learning walks and work scrutiny.

Regular evaluation of RSE, will be done by the children and the staff involved and this will inform future practice. Pupils will also be encouraged to discuss the delivery of RSE in forums such as School Council and in online and paper-based feedback / surveys.

Pupils' development in RSE is monitored by class teachers as part of our assessment procedures.

Appendix 1

DFE Expectations

By the end of primary:

- **Families and people who care for me**

Pupils should know:

- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- **Caring friendships**

Pupils should know:

- 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**

Pupils should know:

- 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

- **Online relationships**

Pupils should know:

- 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
- how to negotiate 'relationships' with AI

- **Being safe**

Pupils should know:

- 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, for example family, school or other sources

Appendix 2

RSE curriculum summary:

Reception - Year 6: In **PSHE lessons (or within their PSED curriculum, for Reception),** children are taught how to establish and maintain healthy, positive relationships with other children and adults. This includes friendship skills and conflict resolution. At various points throughout their schooling, children are reminded of the importance of personal safety, including – in PSHE - the NSPCC's PANTS campaign, which educates children about sexual abuse. They are also taught about staying safe online during **Computing**. In **Science**, children are taught about the human body to an age-appropriate level, including the correct terms used to describe body parts.

Year 1: In **PSHE**, children are taught about different family structures, including single parent, single sex, extended and foster families. They also explore race and racial diversity.

Year 2: Year Two complete a term-long **Topic** called My Kinder World, which includes a lot of work on how to show kindness to their fellow humans and celebrate difference.

Year 3: In **PSHE**, children learn about community and citizenship, including how to be good citizens of their communities.

Year 4: In **PSHE**, **c**hildren are educated in the importance of good personal hygiene, including intimate hygiene.

Year 5: In **PSHE**, children learn more about race and racial bias. They also undertake an extended Kindness Challenge.

Year 6: Children receive specific sex education lessons in **Science**, covering sexual reproduction and puberty. They also receive lessons about relationship peer pressure, body image, sexuality, and gender identity in **PSHE**.