

Farmilo Primary School and Nursery

Sex and Relationships Education Policy

**Draft Review for discussion (following publication of final
guidance from the DFE)**



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Adopted by Governing Bodydate

Statutory from September 2020

Review timescale: Review July 2021

1. Rationale and Ethos

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

The aims of sex and relationship education (SRE) 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

The school values curriculum links to the principles of SRE at Farmilo Primary School and Nursery and staff may elect to make those links clear to children as part of the teaching of a 'Values' lesson.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

2. Policy development process

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governor’s meetings, training
- Parents/carers – parents will be encouraged to contribute by taking part in written consultations, parent meetings
- Children – pupils contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners – visiting external providers in school; health, police, wider community, faith groups

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance

The Policy is available

- Online (www.farmiloprimary.co.uk) and from the school office

3. Parental rights to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. at primary. Parents wishing to exercise this right must do so in writing to the headteacher. We will make reasonable adjustments and provide suitable work for their child(ren) at this time.

4. Roles and responsibilities

The Head teacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead teacher will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- 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 SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

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

5. Aims and objectives

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way.

6. Staff training

RSE can be a sensitive issue and teachers may welcome support and training. provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

7. Curriculum design

The RSHE curriculum will be taught through

Specify here how RSHE will be embedded across your curriculum, this may be through;

- Spiral curriculum
- Curriculum days
- PSHE/ RSHE lessons
- External providers
- Taught by Dedicated school staff
- Topics
- Taught by Pastoral staff
- Links to other curriculum area – PE, Citizenship, Science, Religious Education etc

The programme will be delivered to all students within the personal, social, health and economic (PSHE) education curriculum and may also be covered as part of our Values curriculum such as considering responsibility and friendship. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

- Pupils in Year Six receive a non-statutory Sex Education curriculum which addresses the following areas of learning:
 - The changes that boys and girls go through
 - Perceptions about body image
 - The different loving relationships people may enter into
 - The law concerning sexual relationships
 - What contraception is and for what purpose it is used
 - The scientific language related to both male and female bodies
 - The process of conception to birth.
- Across all Key Stages, pupils will be supported with developing the following skills:
 - Communication, including how to manage changing relationships and emotions
 - Recognising and assessing potential risks
 - Assertiveness

- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

The school delivers its PSHE curriculum, including SRE content, informed by the PSHE Association's 2017 Programme of study for Personal, Social, Health and Economic Education. It has been adapted to meet the needs of the pupils of Farmilo Primary School and Nursery Communication – speaking and listening, including how to manage changing friendships, relationships and emotions

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- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
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8. Content - Primary

Curriculum Structure

As per the recommendations of the PSHE Association's 2017 Programme of study for Personal, Social, Health and Economic Education, the curriculum has been organised into three core areas:

Health and Well-Being	Relationships	Living in the wider-world
•Lifestyle including physical activity and dietary choices •What is meant by physical, mental and emotional well-being and how to maintain it •What risks are there to our health and well-being? •Where do we get help? •How do we respond to emergencies? •What changes happen in life? (Including puberty, loss and transition)	•How do we develop and maintain healthy relationships? •How do we manage and respond to our emotions? •How do we recognise risky relationships including bullying and abuse? •How do we get help in risky situations including bullying and abuse? •What equality and diversity exists across a spectrum of healthy relationships	•How should we behave towards others? •What are our rights and responsibilities as citizens of the world? •The diversity of our global community and how to be a positive, respectful member of it •How to take care of environment and the importance of this. •Where money comes from, how to manage it and why we need it. •The initial skills and concepts of enterprise

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care from them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health.

Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

9. Managing difficult questions

It is inevitable that controversial issues may occur as part of RSE, such as divorce, rape abortion, pornography etc. the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

10. Monitoring, evaluation and review

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation self-review from pupils after specific topics or at the end of a key stage

- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively

11. Confidentiality and child protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

12. Links with other policies

The RSHE policy should be read in conjunction with the following policies;

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Sex Education
- Inclusion
- Equality and Diversity
- Complaints Procedure?

13. Useful documents

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Relationships Education
- Safeguarding: NSPCC PANTS rule with film.
- Example of model primary curricula from Catholic Education.
- Relationships and Sex Education
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.

- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Example model secondary curricula from Catholic education.
- Mental health
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Online safety
- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
- PSHE
- PSHE Association Programme of study for KS1-5
- Drugs and alcohol
- Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons
- Extremism and radicalisation
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.
- Curriculum
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Schools may wish to draw on the Citizenship programme of study in their planning.
- Data to understand the health and wellbeing needs of the local school-age population
- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.
- It includes school-age health profiles and young people's health profiles.
- The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.
- There are also early years health profiles.