



The de Ferrers Trust

Relationships and Sex Education Policy for the Primary Academies

Author:	Cross-school working party
Approval needed by:	Local Governing Boards
Consultation required	Consultation with parents
Adopted (date):	Spring 2021 (put in actual date once approved)
Date of next review:	Spring 2022

1. Definition of Sex and Relationships Education (SRE)

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain trusting relationships** with others and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

2. Aims

The school aims to provide a programme of sex and relationships (SRE) education in line with the personal, social and health education curriculum. Sex and relationship education in school is a part of the lifelong learning process about physical, moral and emotional development. It fosters an understanding of the importance of married life, stable, loving relationships, mutual respect, love and care. It also involves teaching about sex and sexual health. It does not seek to promote personal beliefs about sexual activity or sexual orientation. This would be inappropriate. It seeks to enable children to ask and explore moral questions, exploring a range of attitudes and values towards sex-related issues and help pupils to reach their own, informed opinions

3. Statutory requirements:

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

The statutory requirement to provide these aspects of PSHE is in place from September 2020 but due to the coronavirus and closures, schools have until summer term 2021 to do so.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At the de Ferrers Trust we teach RSE as set out in this policy. The four primary schools in the Trust all operate within different contexts. In delivering the RSE curriculum we will need to be mindful of specific community issues for example, the ethnic make-up and church ethos of the schools.

4. Why teach RSE at Primary School?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships in a safe environment
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy trusting relationships.
- It protects children from sexual exploitation and inappropriate on-line content
- It provides an age appropriate response to children's needs in an ever-changing society

5. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments are made, the policy will be shared with governors and the Trust Board and then ratified in the spring term 2021.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have summarised in Appendix 2 what primary schools pupils should know by the end of KS2. The topics within this appendix relate directly to DfE guidance.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. The delivery of RSE

RSE is taught through a planned programme in PSHE as well as in Science. This ensures that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics all at a level appropriate to the needs and maturity of the pupils. The Trust primary schools all use the Jigsaw programme as their scaffold for PSHE. RSE is taught through the Relationships and Changing me aspects of this programme. Each school will adapt the content of Jigsaw to meet the needs of their children and context. We have a Trust progression map outlining the objectives of PSHE across KS1 and KS2.

8. Roles and responsibilities

The role of the Principals

It is the responsibility of the Principals to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The PSHE coordinator monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy.

The role of parents

The school believes that the primary role in children's sex and relationship education lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex and relationship education policy, its practice and invite them to view the resources used in its teaching;
- Answer any questions that parents may have about the sex and relationship education of their

child;

- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education within the school;
- Inform parents about the best practice known with regard to sex and relationship education so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The Local Governing Board

The local governing boards will approve the RSE policy, and hold the Principals to account for its implementation.

Staff

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 components of RSE

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

Pupils

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

9. Right to withdraw

Parents/carers have the right to withdraw their children from RSE, apart from the statutory aspects of the national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum, or the relationship and health elements of PSHE from September 2020

Statutory / No right to withdraw	Non – Statutory / Right to withdraw
Science Curriculum – RSE elements	Sept 2020 onwards – PSHE Curriculum – RSDE elements not within the Science Curriculum
Sept 2020 onwards: PSHE Curriculum - Health and Relationships elements	‘Living in the Wider World’ Theme of PSHE.

From September 2020, **health and relationship elements** within the PSHE curriculum will also be statutory. RSE elements taught through the PSHE curriculum however, which are **not** within the Science curriculum, remain non-statutory with the right to withdraw a child.

This is in line with DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education.

10. Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence.

It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parents. However, if a child makes a reference or disclosure about being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it according to the guidance within the Safeguarding policy, speaking with the Designated Safeguarding Lead immediately.

11. Equal Opportunities

Teachers have a duty to ensure that children with special needs and learning difficulties are properly included and their developmental needs met. There will be equality of opportunity for boys and girls. Teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

12. Monitoring and review

The delivery of RSE is monitored by the SLT and PSHE coordinators.

The LGBs monitor our RSE policy on an annual basis.

Governors require the Principals to keep a written record, giving details of the content and delivery of the programme that we teach in our school.

This policy will be reviewed annually by a primary Trust working party. At every review, the policy will be approved by the local governing board.

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

The following units relating to relationships and education are all contained within the Jigsaw programme to scaffold planning and teaching. The topics in Appendix 2 with an asterisk are topics from which parents have the right to withdraw children.

Appendix 1 - Relationships education (statutory)

EYFS:

Reception

I know how to make friends
I try to solve friendship problems
I help others to feel part of a group
I show respect for others
I know how to help myself and others when they are upset
I know and am able to show what makes a good relationship

Key Stage 1:

Year 1

Families
Making friends
Greetings
People who help us
Being my own best friend
Celebrating my special relationship

Year 2

Families
Keeping safe and PANTS
Friends and conflict
Secrets
Trust and appreciation
Celebrating my special relationships

Key Stage 2:

Year 3

Family roles and responsibilities
Friendship
Keeping myself safe
Being a global citizen
Celebrating my web of relationships

Year 4

Relationship web
Love and loss
Memories
Are animals special?
Special pets
Celebrating my relationship with people and animals

Year 5

Recognising me
Getting on and falling out
Girlfriends and boyfriends
Relationships and technology

Year 6

Relationship web
Love and loss
Power and control
Being safe with technology

Appendix 2 (sex education)

Changing me

EYFS:

Reception

My body
Respecting my body
Growing up
Growth and change
Fun and fears
Celebration

Key Stage 1:

Year 1

Everyone is special and unique
Change
Respect for myself and others
Worries and who can help me
Looking ahead

Year 2

Life cycles in Nature
Growing from young to old
Changing me
Boys and girls bodies
Assertiveness
Looking ahead

Key Stage 2:

Year 3

Babies and how they grow
Body changes
Family stereotypes
Looking ahead

Year 4

Unique me
Circles of change
Accepting change
Looking ahead

Year 5

Self and body image
Puberty
Looking ahead
Looking ahead to Y6

Year 6

Self and body image
Puberty
Girl talk/boy talk *
Babies - conception to birth *
Attraction
Transition to secondary school

Appendix 3: (taken from the DfE guidance on Relationships Education (Primary))

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<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
<p>Caring friendships</p>	<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

<p>Respectful relationships</p>	<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 giving in relationships with friends, peers and adults
<p>Online relationships</p>	<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
<p>Being safe</p>	<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

Appendix 4: Parent form: withdrawal from sex education within RSE

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	
Agreed actions from discussion with parents	

