



Learning and growing in the love of God

(John 4:16)

Sledmere and Wetwang Federation

RELATIONSHIPS AND SEX EDUCATION POLICY – April 2021

Adopted by Sledmere and Wetwang Federation Policy Review Group

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors April 2022



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Sledmere and Wetwang Church of England Primary Schools are part of the Sledmere and Wetwang Federation. Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Who are we?

Our vision at Sledmere and Wetwang Federation is to create an atmosphere where everybody is, 'is ***Learning and growing in the love of God***. '(John 4:16.) We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their individuality. Sledmere and Wetwang Federation is committed to Christian values where children, parents/carers and our community know us by our actions.

Why are we here?

We enable our children to support and respect others beliefs and backgrounds knowing we are all children of God and created in his image. We help our children to develop a good knowledge and understanding of keeping safe in the wider world and protecting themselves from potential harm. We aim for all our children to make a positive contribution to the community and wider society.

How then shall we live?

We encourage our children:

-  *That God loves us, that we are all special and that we all matter.*
-  *To understand exciting new skills and ideas.*
-  *To create amazing new things.*
-  *To help everyone achieve their full potential.*
-  *To be kinder, fairer, braver, better people.*
-  *To be able to enjoy being with lots of different types of people.*
-  *To make the world a better place.*

Aims

The aims of relationships and sex education (RSE) at our Federation, in line with our ethos and values, are to:

- 👁️ Provide a framework in which sensitive discussions can take place.
- 👁️ Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 👁️ Help children develop feelings of self-respect, confidence and empathy.
- 👁️ Create a positive culture around issues of sexuality and relationships.
- 👁️ Teach children the correct vocabulary to describe themselves and their bodies.

Statutory Requirements and Related Policies

Our Federation follows the guidance set out by 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Related policies:

- 👁️ Behaviour Policy
- 👁️ Child Protection and Safeguarding
- 👁️ Anti-bullying Policy
- 👁️ SEN Policy
- 👁️ Confidentiality Policy
- 👁️ Science Policy
- 👁️ Teaching and Learning Policy
- 👁️ Equal Opportunities Policy

Policy Development

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

Review: a member of staff or working group pulled together all relevant information including relevant national and local guidance;

- 👁️ Staff consultation: all Federation staff were given the opportunity to look at the policy and make recommendations.
- 👁️ Parent/stakeholder consultation: parents and any interested parties were invited to make comments about the policy, which had been shared with them.
- 👁️ Children consultation: we investigated what exactly children want from their RSE.
- 👁️ Ratification: once amendments were made, the policy was shared with Governors and ratified by the Curriculum and Outcomes Committee.

Definition of RSE:

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health, and wellbeing. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, carers, children and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1

Delivery of RSE

RSE is not delivered in isolation, but firmly embedded in all curriculum Sledmere and Wetwang Federation, the main RSE content is delivered as part of a wider topic to provide a context for learning. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Other aspects are included in religious education (RE).

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect.

RSE is normally delivered by class teachers in mixed gender groups.

Resources used are flexible in order to meet the needs of the pupils and curriculum. RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.

Children also receive stand-alone sex education sessions delivered by a teacher or may be delivered by a trained health 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

For more information about our RSE curriculum, see Appendices 1 and 2.

Sex Education provided aligns with the science curriculum.

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).

Relationships education, like our PSHE curriculum, is embedded in the teaching of our wider curriculum. RSE is taught through revisiting our values and ethos as a school, as well as underpinning our behaviour policy. Aspects of Health and Well-being are taught in the science curriculum and then revisited through dedicated RSE/PSHE teaching.

At Sledmere and Wetwang Federation all children will be involved in the learning of RSE-related topics. Topics will be approached with sensitivity and in a safe environment where all children can contribute. For children with SEND, the curriculum may be adapted to break the learning down into smaller steps so that all children can access the content. Teachers may use the PSHE Association Planning Framework for pupils with SEND to support their planning.

Children will be taught the anatomical terms for body parts.

A wide range of sources will be used to support the delivery of RSE including:

-  NSPCC resources
-  PSHE association resources
-  High quality books (stories and non-fiction)
-  Relevant images
-  Heartsmart
-  Christopher Winter Project
-  Health promotion resources

Equality

The Governing Body has wider responsibilities under the Equalities Act 2010, to ensure that no child(ren) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

During these lessons, any children with additional needs will be identified by their teacher and every provision made to help them join in during the Relationship Education/Relationship and Sex Education lessons through high quality teaching that is differentiated and personalised.

If a child is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their individual needs.

School will keep a record of individual provision of RE/RSE through curriculum content and record if children are withdrawn from aspects.

Safeguarding and Confidentiality

In order to promote a healthy, positive atmosphere for Relationship and Sex Education, the Federation wants to ensure that children can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other children. The Federation believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme.

To protect privacy and engender respect for all, staff develop ground rules with children at the onset of work. This includes information on confidentiality and information will be given on where children can get help on personal concerns both inside and outside school. Children are informed about the remit of confidentiality and that staff cannot offer or guarantee a child's unconditional confidentiality. Staff will use question boxes to allow children the opportunity to ask further questions anonymously.

If children ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson. The holding statement will be used, 'that is a really interesting question and I need time to think because I want to give you a really good answer,' this then allows staff to follow a number of options. These include further questioning of the child with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the child's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the Designated Safeguarding lead will be notified and recorded.

Roles and Responsibilities

-  The **Governing Body**, through the Curriculum and Outcomes Committee, will approve the RSE & PSHE policy, and hold the Headteacher to account for its implementation.
-  The **Headteacher** is responsible for ensuring that RSE is taught consistently across the Federation and for managing requests to withdraw children from non-statutory/ non-science components of the information relating to RSE.
-  The responsibilities of the **PSHE/ RSE co-ordinator** along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE. The responsibilities of the PSHE lead are to:
 - Work with Headteacher to ensure compliance with the statutory guidance and implementing the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum.
 - Ensure the implementation and quality of long term and medium term RSE schemes of work.
 - Ensure all children make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020.
 - Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident, and competent staff are essential to raise standards.
 - Consider the needs of all children and ensure the curriculum is meeting the needs of SEND children, and to achieve this recognise that the Federation might need to address some specific issues.
 - Access appropriate training.
 - Monitor and advise on RSE organisation, planning and resource issues across the Federation.
 - Ensure procedures for assessment, monitoring and evaluation are included.
 - Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials.
 - Liaise with the Headteacher to ensure parents/carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and provide information about what children can and cannot be withdrawn from.

Staff

-  Staff are responsible for:
 -  Delivering RSE in a sensitive way.
 -  Modelling positive attitudes to RSE.
 -  Monitoring progress .
 -  Responding to the needs of individual children.
 -  Responding appropriately to children 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 are encouraged to discuss this with the Headteacher.

Children

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

Parents/Carers' Right to Withdraw (See Appendix 3)

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 3 of this policy and addressed to the Headteacher.

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

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 Federation, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE

Monitoring Arrangements

The delivery of RSE is monitored by the PSHE/RSE Coordinator through: learning walks, planning scrutiny and pupil voice.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

Year 5 & 6 Sex Education

- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- To learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.)
- To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
- Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception will be taught at primary level.
- To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
- To learn about where to get more information, help and advice about growing and changing, especially about puberty.
- To learn about the new opportunities and responsibilities that increasing independence may bring.
- To learn strategies to manage transitions between classes and key stages.
- That female genital mutilation (FGM) is against British law - what to do and whom to tell if they think they or someone they know might be at risk

*Some of these objectives relate to the science curriculum

Appendix 1

See Long Term Plan Document

Appendix 2

THEME	CHILDREN SHOULD KNOW
Families and people who care about me	- That families are important for children growing up because they can give each other 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	- 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	- 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	- 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.
Being safe	 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 3

Name of school:			
Name of child:		Class:	
Name of parent/ carer:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like us to know:			

To be completed by the school:	
Agreed actions from discussion with parents/ carers:	

Our Vision

‘Learning and growing the love of God.’ (1 John 4:16)

We enable all children and staff to learn and develop as individuals within our school family. Our Christian values (Friendship, Honesty, Responsibility, Respect, Perseverance and Forgiveness) are central to the ethos of Sledmere and Wetwang Federation. These values underpin the teaching of PSHCE at our school. We believe that personal and social skills are crucial to fulfilment and success in adult life. At Sledmere and Wetwang we deem that it is our responsibility to promote the personal and social development of all our pupils through planned learning experiences that allow individuals to fulfil their potential. We do this through the teaching of PSHCE at KS1 and 2 and through personal, social and emotional development (PSED) at the Foundation Stage. It permeates all aspects of life in our school and is identified in all our curriculum policies. Our teaching of PSHCE gives ‘pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens’. (National Curriculum)

Aims

The aim of personal, social, health education and citizenship at Sledmere and Wetwang is to work with parents and the local communities to:

-  Stay healthy
-  Keep themselves and others safe
-  Develop social skills
-  Have worthwhile and fulfilling relationships
-  Respect the differences between people develop
-  Independence and responsibility play an active role as members of a democratic society
-  Make the most of their own and others’ abilities
-  Manage their feelings
-  Develop their self-awareness
-  Create an environment where good learning takes place
-  Promote the Fundamental British Values and ensure that these are embedded into all aspects of school life

Creating a Safe and Stimulating Learning Environment

We promote a healthy, positive atmosphere for PSHE at Sledmere and Wetwang Federation to ensure that children can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other children. We believe that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the PSHE programme.

To protect privacy and engender respect for all, staff develop ground rules with children at the onset of work. This includes information on confidentiality and information will be given on where children can get help on personal concerns both inside and outside school. Children are informed about the remit of confidentiality and that staff cannot offer or guarantee children unconditional confidentiality. Staff will use question boxes to allow children the opportunity to ask further questions anonymously.

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Entitlement and Equality of Opportunity

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE provision. Careful consideration will be given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. During these lessons, any children with additional needs will be identified by their teacher and every provision made to help them join in during the PSHE lessons. If a child is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their individual needs. Teachers and/or teaching assistants will work with individual children where required, and if appropriate.

Teaching and Learning (See Appendix 1 above)

PSHE is taught in a range of ways including through the Heartsmart resource, through sex and relationships education discrete lessons and also through RE lessons.

Teaching and learning methods will ensure that children take an active role in the lesson and ultimately take responsibility for their own learning. Plenaries and lesson summaries allow learners to reflect on and assimilate what they have learned. Activities will provide an appropriate level of challenge and allow learners to develop their knowledge, skills, attitudes and understanding. We will determine children's starting points in a new topic by evaluating children's prior knowledge, ensuring the work is tailored to the needs of the children and is pitched at a suitable level for the class and individuals whilst enabling teachers to make more effective judgements about children's development and progression in learning.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by discussing topics openly with the children in a balanced way. The children will explore the potential consequences of different lifestyle choices and be reassured that most young people make positive, healthy choices. We will ensure that the curriculum is broad and balanced by structuring our programme around an overarching question for each half term. Teaching builds according to the age and needs of the children throughout the primary phase with developmentally appropriate learning objectives.

Assessment, Recording, Reporting

-  Assessment and recording of the children's work and skills follow the school's policy.
-  Through observation.
-  Monitoring of written work.
-  Discussion with children.
-  Assessments of skills, knowledge and attitudes will be made, that recognise the achievements of all pupils.

The Role of the Subject Leader, including Monitoring and Review:

The subject leader for PSHE is available to support teachers during planning, delivery and assessment. They monitor the quality of teaching and is responsible for evaluating and reviewing the programme and provision for PSHE across the school. Identification of staff development is made and opportunities are provided for staff to update and