



WEST TYNE CHURCH SCHOOLS FEDERATION

Relationships and Sex Education Policy

Our Identity.....

'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy 1:7 Our

Vision..... Inspire, Support, Believe, Achieve

Our Mission.....

Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

The Federation is committed to the personal development of all involved and aim to provide life- long learning.

We aim to provide extended facilities in both our schools in order to support each child on their learning journey.

Aims:

Relationship and Sex Education within West Tyne Church Schools Federation aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. The materials and resources that are used are available on request.

Learning Intentions:

Effective relationship and sex education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. Personal, Social and Emotional Health Education (PSHE) is taught from entry into school through to Year 6 as part of a balanced programme of Health Education in general. The objective of RSE is to help and support young people through their physical, emotional and moral development. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life enabling them to make informed decisions about their health and well-being. (Relationship and Sex Education Guidance DfE 2020)

The RSE lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- makes staff aware of training courses
- ensures that the Relationships and Sex Education policy and procedures are regularly reviewed and updated annually, working with governors and taking into account up-to-date legislation.
- liaises with the nominated governor and head teacher
- makes the Relationships and Sex Education policy is available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in Relationships and Sex Education through meetings and correspondence
- ensures that teachers critically reflect on their work in delivering RSE
- ensures that pupils will have opportunities to review and reflect on their learning during lessons
- ensure that pupil voice will be influential in adapting and amending planned learning activities

The governing body:

Ensures that the school:

- has a Relationships and Sex Education policy and procedures in place and that these are updated annually in line with government legislation and guidance
- ensures that the Relationships and Sex Education Policy and Practice is monitored
- considers how pupils may be taught about Relationships and Sex Education, including online as part of a broad and balanced curriculum

The head teacher:

- ensures that the Relationships and Sex Education policy and procedures are implemented and followed by all staff
- ensures that pupils are provided with opportunities throughout the curriculum to learn about Relationships and Sex Education, including keeping themselves safe online
- Discusses with parents/carers when they wish to have their child withdrawn from sessions and makes the final decision on this.

Delivery:

We follow the '12 principles of good quality RSE' which are that it:

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate).
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.

6. Promotes 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.
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. Gives pupils opportunities 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.
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations – such as NSPCC, Children's Society, Believe in Children/Banardos, National Children's Bureau and Sex Education Forum. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2019, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science (*which is taught in maintained schools) includes some elements of sex education.*

Legislation (statutory regulations and guidance)

The RSE policy supports/complements the following policies...

PSHE Policy
 Mental Health Policy
 Safeguarding Children in Education Policy
 Sexual Exploitation Policy
 Female Genital Mutilation Policy
 Intimate Care Policy

Documents that inform the school's RSE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016, 2019, 2020)
- o Children and Social Work Act (2017)

The majority of the SRE programme will be delivered by school staff either through class teachers or a member of staff who is a trained professional. Occasionally, other agencies/ visiting speakers may be invited to input into the programme. All linked agencies will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parents have the right to withdraw their children from any RSE that falls outside of the statutory curriculum (Education Act, 1996)- they cannot withdraw from human reproduction as in NC Science, for

example.) Any parents expressing concerns will be invited into school for discussions with the head teacher and teachers responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision for the supervision of the child within another classroom and teachers will provide the child with purposeful educational during the period of withdrawal. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES. We will work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through publishing information on the school letters, through correspondence and the opportunity annually to meet to discuss RSE and have sight of resources to be used. We will also notify parents when Relationships and Sex education will be taught.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Relationship and Sex Education will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

Curriculum Design:

By the end of primary school:

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.

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. 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.
- 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.

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 e.g. family, school and/or other sources.

RSE will be taught according to age-appropriateness and have consideration for children with additional needs. For example:

Reception and Year 1: The focus will be on children being able to understand the importance of:

- Self-esteem and respect for others
- The concept of growth and change
- Relationships – family, friends; understanding others and respecting difference
- Feelings,
- Bullying
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Years 2,3,4,5 and 6

- Self-esteem and respect for their own and others' bodies
- Knowing the correct names for the external parts of the body, including sexual parts
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings,
- Bullying
- Personal hygiene
- Relationships (family, friends, love, marriage)
- New life – growth of human babies in the womb, birth of babies and caring for their needs
- Puberty – body changes in girls and boys using appropriate vocabulary; feelings and emotional change; how changes at puberty effect bodily hygiene
- Conception – process of reproduction and terms used.

And will be developmental – see PSHE and RE curriculum long term plan.

Safe and Effective practice

We will ensure that the children experience RSE in a safe learning environment where teachers and children agree the ground rules. Children will be able to raise questions anonymously if needed via an agreed route. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, teachers will consult with the designated safeguarding lead and in their absence, their deputy. The child protection and safeguarding policy will then be followed.

Staff Development and Training Opportunities

The governors acknowledge that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues delivered by NCC. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD etc. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Reviewed by governing body: September 2020

Review date: September 2022

Signed by:



(Executive Head Teacher and Chair of Governors)

