

# Seaton Sluice First School



## Relationships Education Policy 2023

Written by: Katie Walsh      April 2023

Role: Deputy Headteacher and SENCO

Approved by: Amanda Bennett and Governing Body

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## Introduction

At Seaton Sluice First School, we are committed to ensure that all children within our care receive the best education that we can provide. The purpose of this policy is to set out the rationale for the teaching of RSE (Relationships and Sex Education) across the school.

## Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. From September 2020, all primary age children have been taught Relationships and Health Education. However, we are not required to provide sex education in primary education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Relationships education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults and recognising the difference between online and offline friendships.

## 1. Rationale

Relationship and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationship and Sex Education is therefore a tool to safeguard children and enable them “To embrace the challenges of creating a happy and successful adult life, with the knowledge to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.” (DFEE Guidance) Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Ofsted (2014) states that in OUTSTANDING SCHOOLS:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”. In judging overall effectiveness, Ofsted will also require evidence of pupil’s social, moral, cultural and spiritual (SMSC)

development. The delivery of an age-appropriate and well-taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

As stated in the DFEE guidance all aspects of RSE are 'firmly rooted in the framework of PSHE' and are taught as an integral part of the school's PSHE provision throughout school from Reception to Year 4. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment

## 2. Moral and values framework

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The Relationships and Sex Education Policy will be complimentary with the Religious Education within our school.

## 3. Equal opportunities statement

Our school is committed to the provision of RSE to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve in the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support. The planning and organising of teaching strategies will be consistently reviewed to ensure that no pupil is disadvantaged.

## 4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE. The Objectives are:

*For our pupils to:*

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty.

*For our teaching staff:*

- To be confident in planning, delivering and assessing RSE
- To be confident in answering parents' questions and dealing with sensitive issues

## 5. Delivery of RSE

RSE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship. The PSHE Scheme, which has been chosen by the school (You, Me and PSHE from Islington Council), incorporates the teaching of Relationships and Sex Education within a broad, structured and developmentally appropriate curriculum. The specific RSE content is taught through resources such as picture cards, resource sheets and animations that are used to enhance teaching and learning. Whilst the core RSE is delivered through essential work is done in previous units to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

### Content of RSE in the curriculum

There are three main elements to teaching relationships:

#### *Attitudes and Values:*

- learning the importance of values and individual conscience and moral consideration
- learning the value of family life, marriage and stable and loving relationships for the nurturing of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas and 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 difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

- learning how to recognise and avoid exploitation and abuse.

#### *Knowledge and Understanding:*

- learning and understanding physical development at appropriate stages
- understanding reproduction, emotions and relationships

*In Key Stage 2, as children are preparing to move to middle school, we need to ensure that pupils are supported in their emotional and physical development effectively. This should include:*

- changes in the body related to puberty, such as periods and voice breaking
- when these changes are likely to happen and what issues may cause young people anxiety and how to deal with these

All members of staff responsible for delivering RSE are trained in using the teaching resources so that they are confident and competent in answering questions that pupils may have. The Legal Requirements of Relationships and Sex Education Provision are covered in the National Curriculum Science.

#### Who delivers RSE and how?

At Seaton Sluice First it is the RSE coordinator (Mrs Walsh) and teachers' responsibility to adapt the Scheme of Work to ensure the curriculum and lessons meet the needs of our children. A graduated, age appropriate programme of RSE is in place and in all year groups the emphasis is on relationships with a focus on emotions, friendships and the building of self-esteem. Teachers and all those contributing to Relationships and Sex Education are expected to work within an agreed value framework as described within this policy and in line with current legislation. The key to successful RSE is that teachers and other staff overcome their own anxieties and embarrassment and that a range of teaching strategies are used including:

#### *Establishing ground rules with pupils- for example:*

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- only the correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way.

#### *Using different teaching styles:*

- using "distancing" techniques, such as drama, invented characters or appropriate videos

- knowing how to deal with unexpected questions and comments from pupils
- using discussion and project learning methods, as in circle time and key skill sessions
- encouraging reflection

## 6. Assessment & evaluation of learning and teaching

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

*Assessment is achieved using various methods:*

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the RSE (was it early enough?)
- Peer assessment
- Self-assessment Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

## 7. Specific issues within RSE

### Confidentiality

If a child shares sensitive information with a teacher, which causes some concern, that child, must be made aware that a member of the senior leadership team, will be informed, to ensure the safety of the child. This is in line with NCC'S guidelines for child protection. The member of staff with responsibility for child protection and safeguarding must be informed of any concerns, immediately. There may be rare occasions when a teacher is directly approached by a child who is being sexually abused. This is a child protection issue. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

*Staff will also be referred to the:*

DfEs 2016 document on 'Keeping children safe in education' - statutory guidance for schools and colleges.

#### *Partnership with parents:*

The school views parents as partners in the delivery of RSE. Parents will be informed about the Relationships and Sex Education programme at the start of each term as part of information provided on what their children will be learning. The school will liaise with parents through:

- School website
- Class Dojo and Tapestry
- Newsletters
- Letters to parents

The school encourages parents to voice their concerns about RSE with their child's teacher/RSE Lead and will be invited to view materials. We will encourage discussion with parents/carers to enable them to be aware of what the school is teaching.

Parents wishing for further support with talking to their child about RSE issues can contact the school. This policy will be available on the school website for parents.

#### Child withdrawal procedure

Relationships and Sex Education is to be taught across the curriculum. It is a parent's right to request that their child be excused from the sex education element within RSE only. There is no right to withdraw from Relationships Education at primary, as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. If a parent/ guardian considers it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the PSHE coordinator (Mrs Walsh). Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

#### Monitoring arrangements

The delivery of RSE is monitored through monitoring arrangements, such as planning scrutinies and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by PSHE coordinator annually. At every review, the policy will be approved by the governing board and the headteacher.

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-educationrse-and-health-education-faqs>

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

Date of Policy: June 2021

K.Walsh