

Relationships Education, SRE / PSHE Policy

Statutory from September 2020

Review timescale: To be reviewed July 2025

1. Rationale and Ethos

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education. PSHE continues to be compulsory in independent schools.

As a school we wholeheartedly support the philosophy of SRE and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

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 SRE 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 SRE 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 on the school website
- From the school office
- A version that specifies content can also be made available on request.

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. Parents wishing to exercise this right must do so in writing to **Mr Seeley**. 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 (Mrs Miles) 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
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the SRE 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

5. Aims and objectives

The aim of SRE 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 SRE.

7. Curriculum design

The PSHR/SRE curriculum will be taught weekly or fortnightly in all classes from EYFS to Year 6. Teachers will deliver content that has been chosen and approved by the PSHE association to ensure clarity, cohesion and breadth of the curriculum is covered.

The PSHE curriculum will be embedded into the children's learning in other lessons too, this may be through;

- Curriculum days
- PSHE/ SRE lessons
- External providers
- Whole school and Key Stage assemblies
- Links to other curriculum area – PE, Citizenship, Science, Religious Education etc

The programme will be:

- Organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older.
- Organised to follow our school values (Respect, Ambitious, Proud and Safe) with the addition of being healthy and SRE.
- Lessons are delivered to mixed-ability teaching groups
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum for science.
- Supported by Pastoral staff if needed
- The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils
- Across all key stages, students will be supported with developing the following skills;
 - Communication – speaking and listening, including how to manage changing friendships, 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

8. Content - Primary

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

Subject/Year group SRE Specific Content:

In Early years the children will learn:

- The parts of their bodies (arms, legs, torso etc.)
- How to respect their bodies (staying healthy)
- That babies grow into children and then adults
- How they grow and change
- Celebrating changes and transition
- Who is in their family, making and keeping friends
- How to resolve conflicts within their relationships

In Key Stage 1 children will learn:

- The scientific names of their body parts including penis, testicles, vagina and vulva.
- How these body parts are private
- How we change from children to adults
- How to ask for help and seek support if they are worried about anything
- How to respect their bodies and their right to consent
- Debunking stereotypes and understanding why this is needed
- Different families look different

- Looking at changes through life including within school, at home and within families (including, briefly death)

In Lower Key Stage 2 (Year 3/4) children will learn to:

- Name the main male and female body parts needed for reproduction; including identifying and labelling body parts including sperm, egg, womb, vagina, vulva, penis, testicles.
- Explain in simple terms how babies are made and how they are born i.e. an egg is fertilized by a sperm and are born naturally via the vagina.
- Describe some of the changes boys go through during puberty;
- Describe some of the changes girls go through during puberty; including the development of breasts and beginning periods
- Talk about their own family and the relationships within it;
- Understand that there are many different types of family;
- Identify similarities and differences in different loving relationships;
- Identify someone they could talk to about their changing body should they need to.

In Upper Key stage 2 (Year 5/6) children will learn:

- More about the parts of the human body – scientific names for the genitalia and their function;
- How we grow and change through puberty into adulthood, both physically and emotionally
- About menstruation – what it is and what happens to the female body during this time
- What an erection is and what is meant by wet dreams
- How to keep themselves safe and healthy
- What healthy, positive and respectful relationships look like, including the importance of consent
- How a baby is made (the act of sexual intercourse)

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 from the pastoral team of Mrs Craske, Mrs Holmes or Mr Seeley if needed and appropriate.

10. Monitoring, evaluation and review

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

- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Teacher voice periodically throughout the year

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 SRE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching SRE 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 SRE 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 to be considered:

- 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
- Keeping Children Safe in Education 2024

- 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.
- 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
- 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.
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Data to understand the health and wellbeing needs of the local school-age population