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## **Relationships and Sex Education Policy**

**Date Written/Reviewed:** November 2022

**Next Review Date:** November 2024

**Person Responsible:** J. Brett

**Signature of Principal:** C. McClay

**Date:** November 2022

*Checked by Link Trustees*

## **Mission Statement**

We believe at Friars Primary School and Nursery that Relationships and Sex Education (RSE) is an integral part of the curriculum. We aim to create an environment of trust and confidence in which pupils can grow, learn and develop positive and healthy behaviours for life. Through a well-defined RSE curriculum we can support our pupils to make informed choices that will promote their own health and well-being, build positive relationships, banish stereotypes and prepare them for physical and emotional changes.

Our RSE also plays a vital part in meeting schools' safeguarding obligations. As part of the Ofsted framework schools are required to have a preventative programme that enables pupils to learn about safety and risk in relationships. Within the context of our RSE curriculum our pupils will develop the necessary skills and understanding to keep themselves safe.

## **Introduction**

This policy has been developed through consultation with pupils, parents, teaching staff and trustees so that it can be reflective of the needs and wishes of our community.

We recognise that it is essential to take into account the differing views of our families towards Relationships and Sex Education with regards to background, culture and religion. Our teachers will ensure content, approach and use of inclusive language reflect the diversity of the school community, and help each and every pupil to feel valued and included in the classroom.

## **Why are we teaching this?**

The Department for Education is introducing compulsory Relationships Education for Primary pupils from September 2020. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. The government has been clear that high quality PSHE and age appropriate RSE teaching are essential to keeping pupils safe and healthy, inside and outside the school gates. (Government Response: Life Lessons: PSHE and SRE in schools, March 2015).

Schools are required to successfully promote with children:

- the following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

We therefore believe a comprehensive RSE programme is crucial in promoting these positive beliefs, protecting our pupils and in meeting our school's obligations. We therefore consider that the delivery of our RSE curriculum includes learning about the emotional, social and physical aspects of growing up, the importance of family life and a loving, respectful and stable relationship, positive relationships, staying safe and, at an age which is appropriate, to learn about sex, human sexuality and sexual health. When children feel that they are able to ask questions, understand their bodies and build safe, respectful relationships then they can grow, learn and develop healthy behaviour for life.

## **What does RSE mean in our school and for learners of this age?**

Our RSE curriculum is embedded within our broader PSHE curriculum. This has been developed through adapting the PSHE Association's programme of study, tailoring it to the needs of our school and learners. We use the Yasmine and Tom Curriculum Resources (provided by the [FPA.org.uk](https://www.fpa.org.uk)) alongside other PSHE Association quality assured resources to teach Relationships and Sex Education.

In KS1 we will be laying the foundations of understanding about relationships, growth and respect for one another. The children will learn about what it means to be a family and how families are different, e.g. single parents, same sex parents etc. They will learn about kind and unkind behaviour including bullying and online bullying, privacy and the difference between surprises and secrets, recognising feelings and what to do if they worried and how to ask for help. They will learn about the human life cycle and naming body parts, including the external genitalia.

In KS2 we develop this further by learning more about different types of families, including same-sex parents, foster and adoptive parents, step parents and blended families. Children will learn about positive healthy friendships. They will learn about respectful behaviour and the differences and similarities between people. They will learn about personal strengths, individuality, identity, personal boundaries, dares and pressure, and online risks.

In upper Key Stage 2, children will develop this further by learning more about different kinds of loving relationships, understanding people who love each other can be of any gender, ethnicity or faith. They will learn more about responding respectfully to a wide range of people, what discrimination is and different types of discrimination such as racism, sexism and homophobia. They will learn more about permission and consent, keeping safe on and offline and managing difficult feelings. We prepare learners for the changes experienced during puberty. They also learn about sexual body parts, how babies are made and born and the responsibilities of being a parent.

We believe it is important to teach RSE to this age group for children to learn about issues such as love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship.

## **How are we teaching this?**

We will carry out a baseline assessment at the start of each unit to identify children's unique starting points and enable us to plan lessons which can address any misconceptions. We will then deliver learning, using a range of resources including the FPA Yasmine and Tom resources, which promotes the importance of family life, respect, love, care and critical thinking. Children will be learning through group work and whole class activities, some of which may be gender specific.

Throughout our lessons we aim to answer learners' questions honestly and openly when it is appropriate for their age group and consistent with our school policy. All class teachers will have received training in the teaching of high quality RSE and will promote the schools values as well as meeting the teaching standards. Learning in RSE will be monitored throughout the year by the PSHE co-ordinator and senior leadership team.

Some aspects of RSE are taught in science, assembly and literacy and others are taught as part of personal, social, health and economic education (PSHE).

## **Aims and objectives**

Our RSE curriculum is embedded within our broader PSHE curriculum.

We teach the children about:

The importance of family life.  
Different types of families.  
Different kinds of relationships.  
Features of healthy relationships.  
Marriage and civil partnership.

How to be a good friend.  
How to resolve arguments.  
How to recognize if a friendship is making them feel unsafe, worried or uncomfortable.

Kind and unkind behaviour and how it can make us feel.  
What bullying is, how it makes us feel and where to go for help.  
Online bullying and who to ask for help.  
Online relationships.  
Being safe and respectful on line.  
What to do if they are feeling lonely.

Respect for the views of other people  
Showing respect to others.

Privacy and personal boundaries and consent.  
How to respond to unwanted or unacceptable physical contact, whom to tell if they are concerned.

The human life cycle: The names of the main parts of body including external genitalia.  
The physical and emotional changes during puberty; hygiene, menstruation, gender identity.  
The way humans reproduce.  
Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and healthy and loving relationship.  
Unwanted physical contact, consent and what to do if they are worried about any sexual matters.

## **The role of parents/carers**

At our school we are conscious that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Consult and inform parents about the school's Relationships and Sex Education policy and practice;
- Answer any questions that parents may have about the Relationships and Sex education of their child;
- Take seriously any issue that parents raise with teachers or trustees about this policy or the arrangements for Relationships and Sex Education in the school;
- Inform parents about the best practice known with regard to Relationships and Sex Education, so that the teaching 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.

### **Withdrawal**

Parents do not have the right to withdraw pupils from Relationships Education but do have the right to request that their child be withdrawn from some or all of Sex Education not included in the Science National Curriculum. They should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership, parents recognise the importance of this aspect of their child's education. Friars Primary School always complies with the wishes of parents in this regard. However, we would first encourage parents to attend workshop sessions where teaching materials will be available and readily discussed.

There may be very rare occasions where the Principal may wish to withdraw a child from specific sessions. For example, a child with specific SEND needs. On these occasions a meeting will be set up with the parent/carer as appropriate to discuss the reasons for withdrawal.

### **The Role of Teachers:**

Teaching staff understand that it is their role to prepare children to be able to engage in safe and positive relationships showing respect and understanding for different cultures and lifestyles and to reinforce a positive self-image. It is also clear that teaching staff understand that they need to create a culture within their classrooms and the wider school setting where pupils feel safe to talk openly about their worries and feelings and those pupils remain properly informed of the changes and challenges they will face in their lives.

Teachers will answer questions honestly and openly. Children who are reluctant to share ideas or ask questions will be supported. An example of this support could be the use of an anonymous question box. Where a teacher does not feel it appropriate to answer a question within the classroom environment, arrangements will be made to do so separately or with the parent or a member of the Senior Leadership Team. It may be necessary, where appropriate, for the school to approach parents to discuss the question that has been raised and agree an appropriate response. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of RSE

**Where teachers have a cause for concern in relation to any information a pupil may share with them in an RSE session they will report the concern to the Designated Safeguarding lead or other deputy designated officers as part of the safeguarding procedures.**

All staff received yearly training to update them on their roles and responsibilities in relation to safeguarding procedures.

## **The Role of the Principal:**

It is the responsibility of the Principal to ensure that both staff and parents are informed about our Relationships and Sex Education Policy and that the policy is implemented effectively. It is responsibility of the Principal to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. In KS2 staff can withdraw from the teaching of sex education after consultation with the Principal. However, they cannot withdraw from teaching the Science aspect of sex education and support must be put into place to help staff with any aspects of the scheme. The Principal monitors this policy on a regular basis and reports to trustees, when requested, on the effectiveness of the policy.

## **The Role of Trustees:**

Trustees monitor our Relationships and Sex Education policy on a cycle of evaluation and review and make amendments as appropriate. Trustees give serious consideration to any comments from parents about the Relationships and Sex Education programme, and make a record of all such comments. Trustees require the Principal to keep a written record, giving details of the content and delivery of the Relationships and Sex Education programme that we teach in our school. We will ensure equality by ensuring that the school strives to do its best for all learners irrespective of their disability, educational needs, race, nationality, maternity, sex, gender, identity, sexual orientation or whether they are looked after children, and it will be the role of the governing body to review this policy regularly to check that we adhere to these objectives.

## **Equality**

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment.

## **Monitoring and Reviewing**

This policy will be reviewed annually to ensure that the programme of study and policy is in line with the current guidelines and legislation. The views of pupils, parents, staff and the governing body will be sought prior to the updating of the policy.

## **Other policies:**

This policy links and complements the following documents:

Teaching and learning policy

Equal opportunities policy

Behaviour and Safety

Bullying

Safeguarding

Positive Handling Policy

ICT / E-Safety Policy

RE

Citizenship