



# Holly Park School

## Sex & Relationship Education (RSE) Policy within PHSE

### **Links to the UN Rights of the Child**

#### Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

#### Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

#### Article 34

Governments must protect children from sexual abuse and exploitation.

### **1. Key contacts**

Safeguarding Lead: Maria Michael

RSE Lead: Eve Mehtar

Lead Governor: Annemarie Thomas

### **2. Dissemination**

Key information from this policy will be incorporated into the following documents where appropriate:

School website

Staff Handbook & Induction materials

### **3. Purpose of the RSE Policy**

This policy has been written as a statutory requirement and to:

Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE

Give information to parents and carers about what is taught and when

Give parents and carers information about their involvement with RSE

Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important

Clarify the content and manner in which RSE is delivered

#### **4. How the Policy was developed**

This policy was developed as part of the statutory responsibility by the school in consultation with the Headteacher, governors, the PHSE leader, staff and a Barnet advisor

#### **5. Legislation**

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on primary schools are as follows:

Relationships Education is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

Health Education is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

#### **6. Sex Education**

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the statutory Relationships and Health Education we will be delivering two/three lessons in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made and how a baby is born. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for Year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons if you choose.

#### **7. Aims of RSE**

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help

- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

## **8. Moral and Values framework**

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs of the school community. This will be delivered within the school's equal opportunities framework.

Relationship and sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions and the human biology. Along with parents and carers, we help our young people to understand and manage their physical and emotional development and prepare for the decisions to be made in teenage and adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships.

RSE will, as far as possible, support the importance of stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

## **9. Content of the Programme**

See our website for our PSHE Education Curriculum Overview

Statutory content is as follows:

## **Science Curriculum**

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Relationships Education**

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

## **Health Education**

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

How it will be taught:

Teachers will ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these

questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

- Resources will be used that ensure appropriateness to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and possible visits by theatre groups.

## **10. Being an Inclusive School**

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils, families and staff may identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

## **11. Meeting the Needs of SEND Pupils**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources and small group work

## **12. Confidentiality Statement**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy for recording and reporting disclosures and the nature of access to this information.

### **13. Assessing RSE and Monitoring the Programme**

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, and staff will be sought and taken into account as the programme develops and changes.

### **14. Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. All those contributing to the programme are expected to work within the aims listed above.

### **15. Training staff to deliver RSE**

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Sharing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

### **16. Engaging Parents/Carers and the Right to Withdraw from Sex Education**

On entry to the school, parents are directed to the school website where all policies including the RSE policy are available for parents to look at. This helps to establish a

partnership with parents. Parents are kept informed about the content of the programme and any changes we make to it.

Parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters.

We will take every opportunity to inform parents/carers:

1. By making our commitment clear on the school website
2. By inviting parents/carers to discuss the personal development of their child as necessary
3. By holding meetings about PHSE within which RSE is included.
4. By including comments about PHSE in the annual school report
5. By holding a meeting for Y6 parents about sex education.

Parents of Year 6 children have a right to withdraw their children from the 'sex education' elements of RSE lessons. If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the class teacher or senior member of staff and then a request for withdrawal should be put in writing using the form found in Appendix I of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and they will have to work in another class.

## **17. Answering pupils' questions**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures.

## **Monitoring and Review**

This responsibility of review has been delegated to the Governors Teaching and Learning Committee.

This policy will be reviewed annually.

## **Document Control**

### **Revision History**

Version	Revision Date	Revised By	Revision
1.0	November 2020	Ann Pelham	A complete upgrade of our existing policy in line with the new PHSE curriculum 2020
1.1	Spring 2021	Govs T&L	Reviewed & ratified

### **Signed by**

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

The guidance should be read in conjunction with:

- [\*Keeping Children Safe in Education\*](#) (statutory guidance)
- [\*Equality Act 2010 and schools\*](#) (2010)
- [\*SEND code of practice: 0 to 25 years\*](#) (statutory guidance)
- [\*Promoting Fundamental British Values as part of SMSC in schools\*](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

## Appendix I

### Parent form for withdrawal from Sex Education in Year 6 within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			