



Relationship and Sex Education (as part of the full PSHE curriculum) Policy

Date: September 2020

Review date: September 2021

Approved by Advisory Board: September 2020

Linked with other policies:

Signed:

A handwritten signature in blue ink, appearing to read 'S. Dagg'.

Registered address: All Saints School (Lessingham) Limited. Company no: 10323174

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Introduction:

This policy describes our approach to Relationships and Sex Education and how it is incorporated into the Personal, Social, Health and Economic Education and Citizenship Education. It aims to set out the purpose of Relationships and Sex Education and the intended outcomes for our students, what is covered in our curriculum and how it is delivered.

We define Relationships and Sex Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Purpose and Principles:

At All Saints School, we believe in providing every student with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop student's knowledge, skills, opinions, strategies and confidence – enabling them to cope with life and live safely and happily in the modern world.

Our RSE curriculum is inclusive and meets the needs of all students, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

We aim to provide all students with:

- the knowledge and understanding of a variety of relationships
- the ability to identify any concerns they have about a relationship
- coping strategies and an awareness of how and where to seek support
- an understanding of their rights and responsibilities within a range of relationships
- an awareness of the process of growing up and the changes they and others will experience
- an understanding of the characteristics of positive relationships.

Legal Requirements:

The law in relation to RSE states:

- The Directorship of schools are required to keep an up-to-date policy that describes content and organisation of RSE provided outside the national curriculum science orders.
- RSE is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.
- Some parts of RSE are compulsory – these are part of the national curriculum for science.
- For further guidance on context see Sex and Relationship Education in Schools (2016).

It is now a statutory regulation that from September 2020 all primary schools must deliver Relationships and Sex Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance

- Children and Social Work Act (2017)
- Independent School Standards

Other Related Policies and Documents:

- Confidentiality Policy
- Safeguarding Learners Policy
- Internet and acceptable use policy
- Drug Education Policy
- Curriculum, Teaching and Learning and Assessment Policy

How parents are involved:

We highly value the partnership between school and home and will promote open and informative two-way communication. A positive home school link ensures a better outcome in the development of the young people we wish to foster. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our students.

Parents' right to withdraw their child from lessons

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to students who are withdrawn from RSE.

Roles and Responsibilities:

The Directors will hold the Headteacher to account for the implementation of this policy. The directors have delegated the approval of this policy to the Headteacher.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

The RSE programme in our school will be led by the subject leader.

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should speak directly with the Headteacher.

All staff members involved in teaching and supporting the RSE curriculum will be trained and supported by the subject leader and deputy Headteacher. Visitors from outside the school, such as school nurses or sexual health professionals may be asked to provide support and training to staff teaching RSE.

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Our RSE Curriculum:

Our inclusive RSE curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stages 1 – 5 (of which in All Saints School we cover 2,3 & 4, as well as

revisiting Key stage 1 to ensure there are no gaps in knowledge or understanding). It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Outline of All Saints School RSE programme:

- Protective behaviours are taught at all Key Stages if appropriate and where identified for individuals.
- The RSE curriculum will be differentiated into several tiers to reflect the breadth of needs in learners at All Saints School and where appropriate will be individualised to meet particular needs.
- The curriculum will come from the PSHE Association curriculum document and the 2016 guidance referred to above.
- In the Junior Department learners will access the different tiers of curriculum provision available through an assessment of readiness. Education on sexual intimacy will be taught only to those who have shown a developing sexual persona and after careful consultation with parents/carers.
- It is recognised that much of RSE comes through the daily experiences of the learners; therefore, the importance of all school staff in the development of social relationships is emphasised and the importance of a cohesive whole school staff approach to the RSE curriculum.
- RSE will be delivered through informal and formal teaching: staff will teach particular areas with the involvement of outside agencies when appropriate.
- Formal RSE teaching will be delivered in both science and PSHE lessons.
- Key areas of the curriculum;
 - Effective social relationships of all types
 - The diverse nature of relationships and families.
 - Knowing our own bodies; public and private
 - Keeping safe and understanding 'consent', including safety
 - The physical and emotional changes at puberty
 - Personal hygiene
 - Reproduction, conception, the impact of having a child
 - Sexual relationships and sexual health including the law.

Our RSE scheme of work can be viewed on request via All Saints School Office.

Learning in RSE lessons will link to learning in Science, Philosophy and Ethics, and PSHE. Our lessons will be differentiated in order to fulfil the learning of all students and enable them to participate fully. Distancing techniques will be employed in some areas of the curriculum, often through drama, allowing students to discuss fictional characters and scenarios rather than discuss their own lives and experiences.

Evaluation and Assessment:

- Students will be given the opportunity throughout the units of work to reflect on and evaluate their learning – assessment opportunities are built in to every lesson, with assessment being individual to each child.
- The assessment tool used by teachers reflects progression and the individual levels of a learner. Monitoring is in place as a part of overall assessment at All Saints School to ensure each child is progressing at a meaningful rate.

Monitoring of curriculum delivery:

- The PSHE and RSE policy curriculum and delivery will be monitored in line with the Teaching and Learning Policy and will reflect any announcements or guidance from the Department for Education.
- The PSHE and FSE curriculum has been amended to be in line with the latest curriculum and UK government's guidance. The materials and resources are continually being updated and therefore this policy should be reviewed in a year's time in order to reflect on the impact of any changes.
- Staff delivering the RSE curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning, students work and training opportunities.

Comments on student's learning and progress in RSE, as part of their learning in PSHE will be reported to parents in school reports and at parents' evenings and upon request by parents/carers.

Core themes in Relationships, Sex and Health Education in Key Stages

Key Stage 1 - 2	Key Stage 3	Key Stage 4
Health and Wellbeing:	Health and Wellbeing	Health and Wellbeing
Healthy Lifestyles (physical wellbeing)	Self-concept	Self- concept
Mental Health	Mental health and emotional wellbeing	Mental health and emotional wellbeing
Ourselves, growing and changing	Healthy Lifestyles	Health-related decisions
Keeping safe	Drugs, alcohol and tobacco	Drugs, alcohol and tobacco
Drugs, alcohol and tobacco	Managing risk and personal safety	Managing risk and personal safety
	Puberty and sexual health	Sexual health and fertility
Relationships:	Relationships:	Relationships:
Families and close positive relationships	Positive relationships	Positive relationships
Friendships	Relationship values	Relationship values
Managing hurtful behaviour and bullying	Forming and maintaining respectful relationships	Forming and maintaining respectful relationships
Safe relationships	Consent	Consent
Respecting self and others	Contraception and parenthood	Contraception and parenthood
	Bullying, abuse and discrimination	Bullying, abuse and discrimination
	Social influences	Social influences

How All Saints School will deal with sexually explicit questions:

All Saints School will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account the Safeguarding Policy.
- Encourage learners to ask their parents/carers any questions outside the planned programme.

- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

The acceptable and appropriate language to use in RSE lessons:

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and explain how some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

Specific ground rules specific to RSE that All Saints School will use:

- Respect will be shown at all times
- The creation and agreement of ground rules will be completed as a class at the beginning of RSE lessons, facilitated by the teacher.
- Safeguarding policy must be implemented.

Safeguarding:

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. In this instance, teachers will consult with the designated safeguarding lead and in their absence, one of their deputies.

Visitors and external agencies which support the delivery of RSE will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Reviewing the Policy:

This policy will be reviewed on an annual basis by the PSHE/RSE lead teacher. This will ensure that information is accurate and up-to-date and that the views of parents/carers, teachers, tutors and students are heard and considered regularly. At every review, the policy will be approved by the Advisory Board.

Appendix 1 Relationship and sex education curriculum map

Appendix 2: By the end of junior classes students should know

By the end of the senior classes should know

To be reviewed annually in September.