



Relationships and Sex Education Policy

Required level of approval: LGB
Review frequency: Annually
For Review by: November 2023

Signed

(Delegated approver)

Date: November 2023



Relationships and Sex Education Policy

Rationale

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We believe that RSE is an important element of our school's responsibility in preparing children for adult life. However, we would wish to emphasise that we see sex education as only one small part of a child's education in the whole sphere of human relationships, most of which is carried out within lessons relating to their Personal and Social development. This links closely to the first Pillar of our Curriculum at Pensford, which is 'Wellbeing'.

Pupils at our school are encouraged to have due regard toward moral considerations and the value of family life, in whichever form this takes. They will also be helped to appreciate the benefits of stable family life and the responsibilities of parenthood; the importance of loving and caring relationships is emphasised.

Aims

It is the aim of the staff and governors that in consultation with parents we deliver a programme of relationships and sex education (RSE) that:

- helps children to value themselves and the personal relationships they will experience at different times in their lives;
- encourages the children to understand and express their feelings;
- provides the children with factual information relating to the growth and changes in their bodies;
- gives the children knowledge concerning personal hygiene which enables them to make informed choices and thus lead a healthy lifestyle;
- provides an atmosphere where children may ask questions without embarrassment and expect to receive factual answers appropriate to their stage of development;
- helps parents and governors understand the nature of sex education in the school and give them confidence in the process;
- complies with the [statutory guidance for schools that became effective from September 2020](#).

Delivery

Age appropriate RSE will be covered as an integral part of our school's ongoing cycle of topics throughout the school incorporating PSHE and Science. Content will be drawn from The National Curriculum for Key Stage 1 and 2, Development Matters 2021 (for Early Years), the Local Authority

[‘Awareness, Mystery, Value’ agreed syllabus for RE](#) (Somerset version) and our own curriculum map for PSHE. There may also be opportunities for specific aspects of RSE to be addressed during assembly time, in presentations given by visiting speakers and through circle time and during story time. This will always be age appropriate. **We have chosen to adopt the SCARF (Social, Caring, Achievement, Friendship, Resilience) programme as it is developed by teachers and centred on a values-based and ‘Growth Mindset’ approach.** SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving everything we need to meet the new Relationships Education and Health Education statutory requirements. It is the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline ‘Helping Children Make Healthy Choices’. Trained Educators use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination amongst children in 1 in 10 English and Scottish primary schools.

Teaching Methods and resources

Unless exceptional circumstances pertain, the regular class teacher will deliver the programme in order that it can be closely integrated with the remainder of the curriculum. However, in order to allow girls to be taught by a female member of staff and boys by a male member of staff, some aspects of RSE may be taught under a different arrangement depending on the class. Whatever the teaching arrangement, however, all children will receive the same curriculum.

The usual range of teaching methods are used, as described in the teaching and learning policy. Single gender groups may be used if this is considered appropriate for small parts of the programme.

Although pupils will be given the opportunity to ask questions anonymously using the class ‘worry box’ (of which they will be reminded at the start of a unit), sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately by the teacher and can be addressed individually later or referred to parents. The governors believe that each teacher must use their skill and discretion in these situations and refer to the PSHE leader or headteacher if they are concerned about a particular issue. School staff must NOT give advice to an individual pupil about sexual matters in a 1:1 situation.

Lesson plans will be based on but adapted to the class’ needs from the SCARF programme.

Monitoring and Evaluation

Class work in RSE will be recorded in class ‘floor books’. These will contain annotated photographs, using children’s words wherever possible and appropriate, to describe the learning that has taken place.

RSE will be monitored through pupil interviews and lesson observations, as well as through the floor books, to check that the curriculum is being followed in full and that pupils are benefiting from it as intended. This will be done at least annually by the PSHE leader.

Policy development and involvement of parents

This policy was originally developed in 2020 in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Ratification – once amendments were made, the policy was shared with governors and ratified

To see the learning objectives for each class please [click here](#). Parents can ask to see these resources at any time, and they will be flagged up on the medium term plan for each class. This is posted on our website each term.

Parents have the right to withdraw their children from sex education. This does not include what is taught as part of the science curriculum. The physical and emotional changes during puberty are statutory requirements for upper primary, included as part of health education.

Should the onset of a child's puberty begin earlier than average the school will ensure appropriate care and guidance is given in close consultation with his/her parents.

Should issues arise concerning sexual orientation they will be dealt with sensitively in close liaison with a child's parents.

Equal Opportunities

Children in school may come from a variety of social, cultural, ethnic and religious backgrounds. We believe that it is important differences should be acknowledged and considered when implementing this policy. The governors are mindful of the range of religious and cultural issues associated with RSE and ask any parents who have concerns arising from their cultural, religious or ethnic beliefs to discuss these with the headteacher.

Special Educational Needs

When delivering RSE to pupils with special educational needs we will take into account their individual requirements and devise a programme, in partnership with their parents, that is tailored to their needs and thus reduce their vulnerability, chance of them being abused and exploited, and assist them to learn what sort of behaviours are, and are not, acceptable.

Supporting Policies

Behaviour
Anti-Bullying
Safeguarding and Child Protection

Approved by Warrick Barton

Date:

Ratified by Local Governing Body

Date:

For Review

Date: ...

Signed

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Emily Huish, Chair of Governors

Date: