



**Peak Tor Federation  
Rowsley C of E Primary  
School  
&  
Stanton-in-Peak  
C of E Primary School**



**Relationships and Sex Education  
(RSE) Policy**

Policy Written: May 2023

Subject Leader: Executive Headteacher

<b>Date of Review</b>	<b>Minute Number</b>
12.11.20	60/20/1
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## INTENT

All staff and governors at the Peak Tor Federation takes its responsibility to provide relevant, effective and responsible Relationship and Sex Education (RSE) to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision. As Christian schools we recognise the need to approach our teachings in a way appropriate for our schools. We also support and welcome the thoughts and wishes from parents and pupils.

### 1. Why Do We Teach Relationships and Sex Education?

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age appropriate way in our Christian school with regard to the age and stage of pupils.

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education (this was extended to Summer 2021 due to the covid-19 pandemic). High quality Relationships Education, Health Education and Sex Education help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. We believe that Relationships Education and Sex Education and Health Education represent a huge opportunity to help our children & young people flourish. RSE education will equip our children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. The knowledge & attributes gained will support their own, and others, wellbeing and attainment. These subjects also help young people to become successful and happy adults who make a meaningful contribution to society and to live life in all it's fullness.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty- core Christian values. These approaches support our wider work of building resilience in our pupils.

In our schools we deliver age appropriate sex education as an integrated part of our PSHE programme which has been specifically developed for Primary school aged children. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources, such as the internet. We take a rights based approach to relationships and sex education.

We focus on attitudes and Christian values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

Teaching of RSE is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping children safe in education – Statutory guidance for schools and colleges (September 2019).
- The DfE 2019 statutory guidance states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education.
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children have the right to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'
- Ofsted is clear that schools must have be 'Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.'
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

● Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## **2. Statutory Duties**

From Spring 2021, the law requires primary schools to consult on their Relationships Education policy. Parents/carers were consulted through making the policy accessible on the school website and a parent survey (sent May 23). A period of consultation was also held to allow parents to give feedback on this policy was also given (July 23). Additional DfE guidance and Frequently Asked Questions is also available on the website, for parents/carers to view. Parental feedback can be shared with the school at any time to Alexia Wyr ([a.wyr@peaktorfederation.co.uk](mailto:a.wyr@peaktorfederation.co.uk)). Teaching and non-teaching staff were consulted through sharing it to all staff through the Google Drive platform. Governors were consulted during a governors meeting. This policy has been approved and adopted by the Headteacher and Governing Body. It will be reviewed every 2 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted,
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the Pupil wellbeing survey and parent feedback.
- children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance 1
- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate such as in Science.
- policy and practice is revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website
- additional provision is put in place to support our SEND pupils in RSE lessons.

## **3. Policy location and dissemination**

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.

## **4. Relationship to other policies**

This policy supports/complements the following policies:

- Anti-bullying
- Assessment, Recording and Reporting
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Continued Professional Development
- Drug Education
- Equal Opportunities
- Online Safety
- First Aid
- Health & Safety
- Monitoring and Evaluation
- Pastoral
- Racial Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning

Visitors in School Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21 st Century (2014)
- Children and Social Work Act (2017)

- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (2019)
- United Nations Convention on the Rights of the Child
  - Teaching online safety in school Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects June 2019
- Careers strategy: making the most of everyone’s skills and talents December 2017
- Personal, social, health and economic education (February 2020)
- Framework Guidance on Character Education from the Department for Education (2019)
- Definitions for Relationships and Sex Education Sex Education Forum (2020)

## IMPLEMENTATION

### 5. What does our RSE Curriculum Include?

Our full curriculum details the topics, vocabulary and content taught across our PSHE and RSE curriculum.

Our federation has a caring ethos that models and supports positive relationships between all members of the school. We teach elements of RES through different models:

- Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
- Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
- Through other curriculum areas for example Drama, English etc.
- Through assemblies.
- Through pastoral support.
- By the provision of appropriate leaflets and other information sources.
- Via targeted intervention, where appropriate, with vulnerable individuals.
- Delivery in response to incidents.

#### 5.1 Relationships:

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### EYFS:

Children predominantly learn about keeping themselves safe through the use of Pantasaurus (NSPCC) and naming the body parts, they also begin their social learning journey and what makes a good friend and making healthy choices for themselves. They also follow the Early Years Statutory Framework.

#### Key Stage 1 (age 5-7):

Children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what’s special about them and their families; how families are different.

#### Lower Key Stage 2 (age 7-9):

Pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

#### In Upper Key Stage 2 (age 9-11):

Pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

## 5.2 Sex Education

In RSE lessons pupils will learn:

### Key Stage 1 (age 5-7):

Children will learn about life cycles; about changes and how they have changed since babyhood; how boys' and girls' bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

### Lower Key Stage 2 (age 7-9):

Pupils learn about how and why their bodies are changing; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

### In Upper Key Stage 2 (age 9-11):

Pupils learn about the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born.

Some elements of sex education are statutory, such as that learnt in Science. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

#### Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

#### Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

## 6. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- British Values – pupils learn about the requirements of the law, justice, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

## 7. Equality

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools' statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

## **8. A Safe Learning Environment**

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

## **9. Asking and Answering Questions**

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. 'They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what's set of for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.'

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE leader/ Child Protection Officer.

Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box where questions may be asked anonymously, and teachers will address these appropriately within class.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged.

Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. Phrases we will use are: ['I can only answer question on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers'].

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules. Staff may respond by saying "that's a personal question about my private life and I don't talk about that in class".
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

## **10. Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

## **11. Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **12. Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the head of school about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. We may be small but together we can make a big difference Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **IMPACT**

### **13. Continuity, Progression and Assessment**

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

#### **14. Parental engagement in RSE**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate. Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have.

#### **15. Withdrawing from the subjects**

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher of school will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

**16. Staff training** All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

The PSHE/RSE coordinator is regularly trained and updated in this fast moving subject area. RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated to. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

#### **17. Monitoring and Evaluation**

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including:

- learning walks
- observation
- scrutiny of annotated lesson plans
- pupil feedback.

The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.