



**Thaxted Primary School**

# **Relationship and Sex Education Policy**

<b>Policy Date:</b> Autumn 2022	<b>Review Date:</b> Autumn 2025	<b>Responsible Person:</b> Mrs Crompton - Headteacher <b>In Conjunction with:</b> Subject Leader for PSHE
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## **1. Statutory requirements**

As a maintained primary school, Thaxted primary school must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. It is not required to provide sex education as a standalone subject but it does need to teach the elements of sex education contained in the science curriculum. In teaching RSE, it must have regard to guidance issued by the Secretary of State as outlined in

section 403 of the Education Act 1996. This policy has been reviewed and updated in line with “Statutory Guidance: Relationships Education, Relationships and Sex Education and Health Education.” Published June 2019 (Updated July 2020)

At Thaxted Primary School RSE is taught as set out in this policy. The school’s key stakeholders were consulted during its creation; this included meetings with the children, staff and parents.

Thaxted Primary is an inclusive school. Safeguarding underpins everything that it does; all of its policies are aligned with its stand-alone Child Protection Policy, and it considers that the children’s safety and well-being are its most important priority. All of the school policies are interlinked and should be read and informed by all other policies. In addition to the Child Protection Policy, the RSHE policy is linked to the PSHE and Citizenship, Religious Education, Science, Computing and Child Protection policies.

## 2. Rationale

- Effective relationship, sex and health education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation but firmly rooted within the framework for PSHE and Citizenship and the National Curriculum. (DFEE Sex and Relationships Guidance 2000)
- Relationship and Sex Education will be referred to as RSE throughout this document.
- The school believes that RSE is the shared responsibility of parents, teachers and governors of the school. The school has an important role in promoting this partnership.
- The staff and governing body believe that RSE is an essential and integral part of a broad and balanced curriculum that should be taught as an ongoing theme throughout the Primary School years.
- It is believed that RSE should be firmly rooted within and delivered through the PSHE and Citizenship framework, with some issues cross-referenced through the Science curriculum.
- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

## 3. Aims, Morals and Values

This RSE policy aims to ensure that all children:

- develop confidence in talking, listening and thinking about matters relating to relationships, sex and health, whilst at the same time using the correct vocabulary;
- are able to name parts of the body and their functions;
- can ask for the help and support that they may need;
- are prepared for puberty.
- have an understanding of sexual development and the importance of health and hygiene;

It aims to provide all pupils with the knowledge and attitudes that will enable them:

- to have a clear understanding about their physical, moral and emotional development;
- to understand the importance of family life;
- to have an understanding of their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;

- to challenge sexism and prejudice in society;
- to develop the ability of determining their own values within a moral framework and to make decisions about their behaviour, reflecting concerns for themselves and others;
- develop feelings of self-respect, confidence and empathy.

RSE is part of a wider social, personal, spiritual and moral education process and within this process the children will learn about:

- the importance of marriage/stable relationships for bringing up children;
- the importance of building positive relationships with others, involving trust and respect;
- the importance of self-control and the need to respect their own bodies;
- the importance of protecting themselves from negative experiences of a sexual nature, particularly involving the internet;
- their responsibilities to others and the need to be aware of the consequences of sexual activity.

All of this is constantly highlighted and celebrated through the school's core values of Resilience, Resourcefulness, Responsibility, Respect, Reasoning and Reflection. Known collectively as "the 6Rs."

## 4. Organisation

RSE will be delivered at all key stages and at all ages and will develop in progression at an age appropriate level. It will be delivered in the context of the PSHE and Computing/e-safety programme; within this there will be specific elements that are clearly a discrete RSE programme. In addition, some aspects will be covered through the Science Curriculum. This will be related to relevant material in the PSHE-RSE programme. Other areas of the taught curriculum will also be related to relevant material in the PSHE-RSE programme.

The combined PSHE and Citizenship framework at Key Stages 1 & 2 is developed through overlapping and linked topics, set out as six core themes from the Jigsaw scheme of work.

Sex Education is taught as a standalone topic - the "Changing Me" section of the PSHE curriculum. The areas for learning have been agreed after consultation with staff, governors, school nurse, children and parents.

## 5. The Curriculum for Relationship, Sex and Health Education

The curriculum is set out in Appendix A, but it may need to be adapted as and when necessary. It has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6. Teaching and Learning

RSE will be delivered in the following way:

- As part of yearly programme of personal, social, moral and health education, it will build on the concepts the children already know and understand.
- Classroom discussions will take account of the children's current level of language and understanding, age and readiness.

- Most lessons will take place in mixed gender classes. Some opportunities to work in same gender groups in Yr5/6 may be offered, if appropriate for that group of children.
- Sex education will be taught discretely in the summer term where children will be split into Year groups to cover the appropriate subject content.
- It will be relevant to the backgrounds and needs of our children.
- It will focus on relevant situations and the subsequent emotions that influence choice and thinking skills.
- It will ensure that all children regardless of background and ability can equally access the programme of work.
- The scheme of work gives learning outcomes that meet the needs of our children; it covers what they need to know and understand, and develops their ability to express themselves and make choices.
- Any RSE issues or questions arising from children will be answered or discussed honestly with age and maturity appropriateness.
- RSE is taught in a sensitive manner and, where appropriate, confidentiality is respected. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicate that they are victims of abuse, the teacher will immediately inform the Headteacher who will deal with it as a matter of child protection.
- Sensitive issues that may arise during a lesson will be discussed with individuals at the end of the lesson.
- Links are made with the Computing curriculum so that, as part of SRE, pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information, and safe ways of sharing personal information, social networking, online dating and sharing images.

## 7. Children with SEND

Every child will have equal access and opportunity to participate in the schools RSE programme. The programme will be sensitive to lifestyle, beliefs, cultures and the backgrounds of the pupils within school. Where a child's SEN needs may impact on their maturity or ability to understand the RSE content, discussions will be held with parents regarding adaptations to the content or any support required.

## 8. Roles and responsibilities

### The governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the sex education components of RSE.

### Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents have requested they be withdrawn from the sex education component

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should discuss their situation with the headteacher.

### Pupils

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

### The subject leader

RSE will be monitored and assessed as part of the overall PSHE programme and its science content in accordance with the requirements of the National Curriculum. The PSHE programme is led by the PSHE subject leader in cooperation with the Headteacher and the Senior Leadership Team. It is taught and assessed by class teachers. The PSHE subject leader and the SLT are responsible for monitoring and evaluating the RSE programme as part of the whole school monitoring, classroom observations, book scrutinies and discussions with children. The PSHE subject leader is there to also offer support and advice where needed and to audit the resources for this subject.

In addition, Healthy School audits are regularly updated and the curriculum committee of the governing body monitors our Relationships and Sex Education Policy. If external agencies are involved in the delivery of the school's RSE programme they will be made aware of the school policy and they will work within the framework.

## 9. Parental involvement and the right to request pupil withdrawal

*A major concern of parents is that their child may be subjected to inappropriate teaching and materials and want to ensure that what is taught is pitched at the appropriate level for the age of their child (Blunkett, 2000).*

“Statutory Guidance: Relationships Education, Relationships and Sex Education and Health Education.” gives parents the right to withdraw their children from sex education (other than elements which are required by the National Curriculum Science order) but not from statutory Relationships Education or Health Education.

Parents will be informed prior to the “Relationships and Sexual Education” theme being covered in class and invited to preview any plans, resources, see the school policy and make comments to the PSHE co-ordinator. This usually takes place during the summer term. Any parent wishing to then withdraw their child should make their views known to the Headteacher in writing. However, it should be advised that subjects can arise at any moment in which case it will not be possible to notify parents in advance. Questions arising will naturally be answered appropriately and with sensitivity, depending on child's age and maturity.

Prospective and current parents will be able to access the school's RSE policy on the school website. If parents have any concerns regarding the content of this policy they can make an appointment with their child's teacher. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the Headteacher.

## 10. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## Lesbian, Gay Bisexual and Transgender (LGBT)

When teaching Relationships Education and RSHE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In order to do so we will comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

All teaching will be sensitive and age appropriate in approach and content. At the point that the school considers it appropriate to teach its pupils about LGBT, it will ensure that this content is fully integrated into its programs of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

## 11. Links to other policies or guidance

This policy should be read in conjunction with:

- The 'What And How at Thaxted' (WHAT) book for staff.
- Inclusion/SEND Policy
- PSHE Policy
- RE Policy
- Science Policy
- Child Protection Policy
- The National Curriculum

## 12. Review Procedure

This policy will be reviewed in line with the school Policy Schedule. See table at beginning of policy for review date.

## 13. Further Resources

DfE.(2015) The National Curriculum for England and Wales, HMSO;

DfEE (2000) Sex and Relationship Education Guidance;

Guidance on producing your school's SRE policy – PSHE Association 2013 – [www.pshe-association.org.uk](http://www.pshe-association.org.uk);

Age appropriate website links, such as

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/> and BBC TV and C4 TV Programmes with resources and follow-up lessons;

Whetton, N & Williams, T, *'Health for Life' Ages 4-7* (Health Education Authority) Nelson, 2000.

Whetton, N & Williams, T, *'Health for Life' Ages 8-11* (Health Education Authority) Nelson, 2000.

Age appropriate picture books, such as 'Mummy Laid an Egg' by Babette Cole and "Let's Talk About Sex" published by Usbourne.

## 14. Appendix A

If you wish to see a copy of the curriculum, please contact the school office who will be able to provide you with a paper copy.