

Keldmarsh Primary School

RELATIONSHIPS EDUCATION and SEX EDUCATION POLICY

Date Policy Formally Agreed By Governors:
Date Policy Becomes Effective:
Review Date: 2022, 2025
Person Responsible for Implementation and Monitoring: PSHE Subject Leader

INTENT

1. Introduction and Aims

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (Department for Education (DfE), 2019) states that Relationships Education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 made Relationships Education and Health Education compulsory in all primary schools. Sex Education is not compulsory in primary schools, however, the DfE recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils to prepare them for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. They advise that it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

At Keldmarsh Primary School, it is our intent to deliver effective Relationships Education teaching and learning that makes a significant contribution to the development of our children's personal skills, attributes and understanding needed if they are to establish and maintain loving and healthy relationships. This will enable our children to make responsible and informed decisions about their health and well-being, in the context of feelings, friendships and relationships with a backdrop of understanding biological processes. Whilst Sex Education is non-statutory, we believe, that by opting to teach this, we are giving children the facts about sexual behaviour with an awareness of the values, which underpin all our work in school.

This policy reflects the school's aims in relation to the teaching and learning of Relationships Education and Sex Education. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Statutory framework for the early years foundation stage (DfE, 2021), Personal Development policy, Spiritual, Moral, Social and Cultural Education (SMSC) Policy and the E-Safeguarding Policy.

Our aims for all children at Keldmarsh Primary School in regard to Relationships Education are that they understand:

- how to develop and maintain a variety of relationships, within a range of social and cultural contexts
- how to recognise and manage emotions within relationships
- how to respond to risky or negative relationships, including bullying and abuse
- how to respond to risky or negative relationships and ask for help

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- how to respect equality and diversity in relationships

Our aims for all children at Keldmarsh Primary School in regard to Sex Education are that they understand:

- the correct vocabulary to describe the internal and external parts of male and female bodies that are necessary for making a baby
- that having a baby is a personal choice and express how I feel about having children when I am an adult
- that sexual intercourse can lead to conception and that is how babies are usually made
- that sometimes people need IVF to help them have a baby
- how a baby develops from conception through the nine months of pregnancy, and how it is born

2. Teaching and Learning

The Relationships Education and Sex Education curriculums at Keldmarsh Primary School are delivered through the Personal Development 'Jigsaw' Programme. For Relationships Education, by the end of primary school, children need to know about: Being safe, Caring friendships, Families and people who care for me, Respectful relationships and Online relationships. The Jigsaw programme has spiral knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group. Explicit links to the statutory Relationships Education outcomes have been made in each half termly Puzzle.

Sex Education in the Jigsaw scheme refers solely to 'Human reproduction' and is covered in Years 4, 5 & 6 only. As these lessons are non-statutory, parents do have the right to request that their child is withdrawn from these specific lessons. These lessons appear in the 'Changing Me' Puzzle in the Summer 2 half term as follows:

- Year 4: Lesson 2 (Having a baby)
- Year 5: Lesson 4 (Conception)
- Year 6: Lesson 3 (Babies Conception to birth)

Additionally, children in Year 6 also receive stand-alone sex education sessions delivered by the school nurse. We choose to provide our children with this support as it reinforces the importance of what is taught and allows children an invaluable opportunity to ask questions to a respected health professional.

The national curriculum for science also includes subject content in related areas, such as reproduction in some plants and animals. These lessons appear in the Year 5 Summer 2 half term in the Animals including Humans topic. Parents do not have the right to request that their child is withdrawn from these specific lessons.

Teachers conduct Sex Education lessons in a sensitive manner and in confidence. Staff are aware that views around Sex Education related issues are varied. However, while personal views are respected, all of these are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others may have a different opinion. Children's questions are answered according to the age and maturity of those concerned. Questions may not always be answered directly and can be addressed individually at another time if necessary; individual teachers will use their discretion and judgement, with support from the subject leader and senior leadership team, where necessary. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer and contact the parent/carer to discuss what has arisen.

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If a child makes any reference or disclosure that may raise safeguarding concerns (e.g. sexual activity), then the teacher will take the matter seriously and follow school policy accordingly, bringing their concerns to the attention of the Designated Safeguarding Lead.

The outcomes relating to puberty are part of the Changing Adolescent Body section of Health Education within our Personal Development curriculum and are not part of Sex Education. As such, parents do not have the right to request that their child is withdrawn from these specific lessons.

IMPLEMENTATION

3. Planning and Subject Coverage

Each half term, every year group follows the same theme (referred to as Puzzles) from the Jigsaw programme. The start of each Puzzle is launched through a whole school assembly. These themes progress as follows:

- Autumn 1: Being me in my world
- Autumn 2: Celebrating Difference
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me

The outcomes for Relationships Education run through all of the Puzzle pieces whereas the Sex Education outcomes only appear in the Changing Me Puzzle. Staff use the online Jigsaw portal to plan individual lessons. The Subject Leader will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with this policy.

4. Time Allocation

Personal Development, in which Relationships Education and Sex Education forms a part, is taught discretely for approximately 1 hour per week across both key stages 1 & 2. In EYFS, Personal Development is taught on a weekly basis through direct teaching and continuous provision.

5. Special Needs Provision/Inclusion

At our school we teach personal development to all children, whatever their ability and individual needs. Through our teaching we provide learning opportunities that enable all pupils including those with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take additional or different action, such as scaffolding, to enable the child to learn more effectively. Assessment against the national curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Intervention in the first instance is via additional support in class, as identified by the class teacher. Advice from the Inclusion Manager may be sought and parents may be informed; close monitoring takes place at this point. Additionally, potentially vulnerable pupils are identified as part of our termly Pupil Progress Meetings and half-termly interim data analysis. Close monitoring of progress continues and, where improvements are not made, the class teacher completes a Record of Graduated Response. These are shared with parents, in line with our Inclusion Policy and the SEND Code of Practice.

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More Able children

The Inclusion Manager liaises with the Personal Development Subject Leader and class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Teachers will be mindful of the extra needs of More Able children and will differentiate activities and expectations to allow for further progression and challenge.

EAL (English as an additional language)

The school maintains a register of all children for whom English is not their first or home language. These children's needs are addressed both within the class, as far as possible, and through individual or small group sessions delivered by trained teaching assistants.

6. Cross Curricular Relationships and Sex Education

Children are provided with further opportunities to embed and strengthen their learning from subjects in other curriculum areas including, but not limited to: English and science.

7. Role of the Subject Leader

The role of the subject leader involves:

- Playing a leading role in preparing and reviewing policy for the teaching of the subject;
- Planning and organising the curriculum for the subject throughout the school, establishing how good standards, continuity and progression can be achieved and sustained;
- Monitoring and evaluating the implementation of policy and planning;
- Regularly and systematically providing guidance to colleagues on content, methodology and resources;
- Overseeing the assessment and recording of pupils' progress.

Successful leadership involves:

- Observing lessons and providing honest, developmental feedback;
- Working alongside colleagues;
- Assisting with planning, teaching, assessment and reporting of the subject;
- Chairing discussion of the subject at staff meetings;
- Organising and leading training days;
- Running assessment trials;
- Attending relevant training;
- Prompting CPD related to their subject and recommending staff to attend after liaising with the Headteacher;
- Auditing existing resources and advising on the acquisition of new materials;
- Representing the school in local cluster groups.

IMPACT

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8. Assessment

Regular ongoing assessment is recorded using FLiC - the online system for monitoring coverage and tracking progress. This data is analysed regularly by the Subject Leader; enabling the identification of areas for development across the school, including training needs and resource implications. For each lesson there is a PSHE learning outcome as well as a Social and Emotional learning outcome. These are the basis of how we assess the children's progress in personal development. Teachers use class observations, discussions with the children and, where possible, recorded pieces of learning to make assessments against these outcomes. Additionally, a child's ability to assess their own personal attributes e.g. whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons, is a vital part of our assessment process. Children's work is marked in line with the Feedback to Improve Learning Policy.

9. The Role of Governors

Our governors determine, support, monitor and review the school's policies. The governor who has the curriculum responsibility for Personal Development closely monitors the subject and regularly meets with the Personal Development Subject Leader to discuss developments and progress including those for Relationships and Sex Education.

10. The Role of Parents

We believe that the active support and involvement of parents is crucial to children achieving their potential in Relationships Education and Sex Education. We are committed to ensuring that parents are informed about the areas of learning we cover through our Curriculum Overviews, which are available on the school website. Additionally, Google Classroom is used to share information about the learning children are undertaking and how support can be provided at home. Parents' evenings and written yearly reports also support this partnership.

Explanation of the right to withdraw

As stated, Sex Education is non-statutory and parents do have the right to withdraw their child from these sessions. Parents and carers who choose to exercise this right should do so in writing to the Headteacher. It is hoped that parents and carers will work cooperatively with the school and will support their child(ren) by continuing the discussion and education within the context of the family. The Headteacher will discuss any withdrawal request with parents in a non-judgemental manner and take appropriate action. Alternative work will be given to the pupils who are withdrawn from Sex Education. A copy of the withdrawal requests will be placed in the pupil's educational record.

12. Policy Review

This policy was written by the Personal Development Subject Leader on 4th October 2022.
The next review is due October 2025.