



Athersley North
Primary School

Relationships and Sex Education (RSE)

Draft Policy Consultation Period

Athersley North Primary School

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Relationships & Sex Education (RSE) Policy

The Department for Education (DfE) has published draft guidance preparing for statutory relationships education in primary schools and relationships and sex education (RSE) in schools from September 2020. This is to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, Health and Economic (PSHE) education, across all schools.

Purpose of the RSE policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE

Consultation process

This policy will be shared with staff and governors for consultation and will be developed further by involved staff, governors, pupils and parent/carers.

Pupils: School uses the Jigsaw PSHE programme as a vehicle to deliver quality RSE lessons alongside pupil voice to determine their views.

Parent/Carers: Website consultation, parent governors, curriculum meetings, letters to parents, parent workshops. School will listen to parent's views however what is taught and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

Staff and Governors: training; discussion at meetings; working party; audit of RSE and policy

Definition of RSE

Sex and Relationship Education has now become better known as RSE – Relationships and Sex Education – to reflect the changes that are to come.

'Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables Pupils and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting Pupils and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Compulsory aspects of RSE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All Pupils, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Pupils should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps Pupils understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their Pupils (Ofsted, Subsidiary Guidance).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Pupils Safe in Education, 2018](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

The role of the Headteacher

It is the responsibility of the head teacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with Pupils on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Curriculum Committee of the governing body monitors the PSHE policy on an annual basis including the RSE elements. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. The Governing Body have formed a Working Party in order to scrutinise materials and to check they are in accordance with the school's ethos.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all Pupils and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina

		respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up
4	Piece 2 Having A Baby	recognise how I feel about these changes happening to me and how to cope with these feelings correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having Pupils when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
		understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty
		express how I feel about the changes that will happen to me during puberty
6	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby
		appreciate how amazing it is that human bodies can reproduce in these ways
	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
		express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty
	reflect on how I feel about asking the questions and about the answers I receive	
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
		recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship
		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Teaching about Puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all Pupils learn about puberty.

Teaching about puberty before Pupils experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED.

As Janet Palmer HMI (OFSTED's PSHE lead) has said: ***"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."***

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their Pupils from Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex education programme until the request for withdrawal has been removed. Materials can be made available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their Pupils at home.

Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Mel Brightmore (Head of SIS).

RSE and safeguarding

At ANPS we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm. RSE lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe
- Understand potential dangers they could face
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- Know when and who to ask for help when needed Particular issues covered include:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and Prejudice-based bullying (also in Computing)
- Racist, disability, and homophobic and transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse (also in Science)
- Issues that may be specific to local area or population, for example, gang activity and youth violence
- Particular issues affecting Pupils including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages. We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed

Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Lead (DSL) Mel Brightmore, if what is disclosed indicates that a pupil is at risk of harm.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on.

In one to one situations a member of staff will remind the pupil that they are unable to keep information confidential (e.g. if they think that the pupil is at risk of harm or abuse). Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

Any cases of concern should be discussed with the DSL/DDSL in the school. (Mel Brightmore/ Kirsty Wordsworth /Clare Storr)

Visiting Speakers

RSE is best taught by confident teachers who know their pupils well, as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom. Some visitors include; NSPCC- Staying Safe, Local Community Support Officers and staff from the Public Health Team.

How we brief visitors; Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow (e.g. school nurse).

Resources

- A whole primary school curriculum for RSE Jigsaw-the mindful approach to PSHE