



Cleves School  
Learning Together

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY AND PROCEDURE 2021

Review date	March 2021
Reviewed by	The Children's Achievement and Well Being Committee on behalf of Cleves Board of Trustees
Guidance referenced	DfE Guidance July 2020
Review cycle	Every 3 years
Next review date	Summer Term 2024

## 1. Aims

Through our PSHE and RSE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Relationship and sex education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The school aims to work in partnership with parents and carers and understands the importance of sharing with them the RSE programme so that they are able to support their children at home to enable them to:

- Develop feelings of self-confidence and self-respect alongside those of value and respect for others
- Prepare children for the physical and emotional changes which happen in puberty and to understand that these occur at different ages and at varying rates
- Consider some of the changes over which they have no control and the choices they can make concerning those over which they do have control
- Respond to the needs of parents and carers and pupils by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour
- Help children to understand that sex is one of a complex set of relationships which exist within a family group
- Foster an open attitude of mind which enable awareness and tolerance of a variety of different family backgrounds, including non-heterosexual
- Promote the skills necessary for effective communication in loving, caring and happy relationships
- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation

The RSE programme will reflect the school's vision to demonstrate and teach values, skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active responsible citizens.

All parents have the right to withdraw their children for all or part of the RSE lessons. The school will follow its procedures, which have been written in accordance with the guidelines for SRE from the Department for Education and the Surrey County Council Sex and Relationships Guide for Effective Programmes in Schools (4-19). The National Curriculum 2000 for Science and PSHE has also been considered when writing this policy. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including Race Equality Policy, Inclusion Policy, Safeguarding Policy, Teaching and Learning Policy and ICT Policy including the Acceptable Use Policy (AUP).

## 2. Statutory requirements

As a Junior School, Cleves must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

## 3. Definitions

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

The school will follow the Cleves Relationship and Sex Education Procedure.

## RELATIONSHIPS AND SEX EDUCATION PROCEDURE

### 4. DESCRIPTION OF SCHOOL

We are at present a large six-form entry junior school catering for children from seven to eleven. We are 'fed' primarily by two Infant Schools - Manby Lodge and Oatlands Infant School.

Our pupil intake is mainly white European with approximately 15% other ethnic groups represented. The majority of this group is of mixed parentage and includes Indian, Afro-Caribbean, Chinese, Japanese, Thai and Bangladeshi.

### 5. DELIVERY OF RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, and then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

### 6. MORALS AND VALUES FRAMEWORK

Although factual information about bodily changes in puberty, conception and childbirth is important we also promote the importance of personal responsibility. We will discuss the value of family life whilst being sensitive to one parent or separated families.

Lessons are conducted in class groups by the class teacher within the general Health Education programme once a confident, trusting relationship has been established. Our programme of teaching is interlinked with other parts of the curriculum.

The SRE programme will reflect the school's vision to demonstrate and teach skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active responsible citizens

### 7. EQUAL OPPORTUNITIES

The RSE programme will be given in accordance with the school's Equality Policy pupils will

be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the above policy.

## 8. RIGHT OF WITHDRAWAL

All parents have the right to withdraw their children from all or part of the SRE lessons but children are required to attend all lessons teaching the National Curriculum Science Order. Parents/carers will be invited to see the videos we will use. They will be notified when the lessons are scheduled and asked to notify the school, in writing, should they wish their child to be withdrawn. However, in view of the cross curricular nature of much of our teaching, it is impossible to guarantee that any child will be excluded from discussions of sexual issues which arise outside specific sex education classes.

To assist parents with this decision the school will:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

## 9. ORGANISATION AND DELIVERY OF RSE PROGRAMME

RSE is taught in all year groups. The aspects of RSE contained within the Science curriculum will be taught alongside the rest of the agreed programme. National Curriculum Science Objectives:

(a) That the life processes common to humans and other animals include nutrition, movement, growth and reproduction; and (b) About the main stages of the human cycle.

RSE will be taught both as a discrete topic and as an integral part of each year's overall curriculum linking to the science, PSHE or topic curriculum where possible. It will therefore normally take place in classes of mixed gender led by the class teacher. However, especially with older children, it may seem appropriate to offer opportunities to discuss some sensitive issues in smaller or single gender groups with an adult of the same gender.

Outside speakers may be invited to speak to groups if appropriate. It is the responsibility of the class teacher to ensure that any outside visitors are aware of the school's policy regarding RSE, are familiar with the programme of work relating to the year group and age appropriate material is agreed.

## 10. SENSITIVE ISSUES

A set of ground rules will be established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no promotion of sexual orientation.

Any sensitive questions addressed to non-teaching staff (e.g. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer.

## **11. CONFIDENTIALITY**

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse.

Teachers will conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality (as explained in the Safeguarding Policy). We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **12. SPECIAL EDUCATIONAL NEEDS**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **13. COMPLAINTS PROCEDURE**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Cleves complaints procedure if they feel things are not resolved.

## **14. REVIEW AND ASSESSMENT**

The Science aspect of RSE will be taught through relevant topics which are assessed by the teacher. Teachers will make informal assessments which will inform the content and manner of their RSE teaching. Older children will be encouraged to reflect on, evaluate and feedback on RSE provision as appropriate.

Any concerns regarding the content of the curriculum should be raised in the normal way with the class teacher. At the end of the year each year group will review the RSE programme they have implemented and pass on their comments to the PSHE co-ordinator. The RSE Policy will be reviewed at least every three years taking into account feedback from parents, pupils and teachers.

## 15. ROLES AND RESPONSIBILITIES

### **The Board of Trustees**

The board of trustees has delegated the approval and monitoring of this policy to the Children's Achievement and Well-Being Committee.

### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **Staff**

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Monitoring progress

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### **Pupils**

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

### **Parents**

The school is well aware that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.



## Appendix 1.

### Statutory RSE Curriculum Content

We have developed the curriculum 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 age appropriate manner so they are fully informed and do not seek answers online. Key objectives of the statutory Relationships Education curriculum are outlined below:

#### **Families and people who care for me**

Children should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

Children should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

Children should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and granting in relationships with friends, peers and adults.

### **Online relationships**

Children should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

Children should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## Appendix 2.

### CONTENT OF SRE PROGRAMME

All year groups will use programmes from Channel Four series 'Living and Growing' as the basis for our RSE Programme. We will also use worksheets from the Resource Books that accompany this series. This is a graduated, age appropriate, programme of study that begins in year 3 and progresses in each year group until the children reach year 6. This programme of study will lay the foundation for further work in secondary school. The programmes of study at Cleves are set out as follows:

#### Year 3

Programme 1: Differences

The first programme the children will study is about differences. It introduces the children to life cycles and to the physical and emotional differences between male and female.

Programme 2: How Did I Get Here?

The second programme goes on to explain that a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby. This will enable children to reflect on their own development from babies and will inform them about conception and the growth of a baby in the womb.

#### Year 4

Programme 3: Growing Up

The third programme of study will show that we grow and change, as do all living things. It will enable children to understand that some changes are social, that we become independent and able to think about others as well as ourselves. It also looks at identity and self-esteem and reinforces the belief that we are all special.

Programme 4: Changes

The fourth programme of study will introduce the physical and emotional changes that occur during puberty. The children will consider some of the changes over which we have no control and the choices we can make concerning those.

#### Year 5

Programme 5: How Babies Are Made

The fifth programme of study will explain how babies are made and explore the idea of relationships including friendships, parent – child and family relationships.

Programme 6: How Babies are Born

The sixth programme of study will explain how a baby develops in the womb during pregnancy and how babies are born. It will also consider the needs of babies before and after birth and enable the children to reflect on roles and relationships in the family.

#### Year 6

Programme 7: Girl Talk

The seventh programme of study will consider the physical and emotional changes that take place as girls go through puberty. It will also address the concerns and worries of young women and to make boys more aware of the changes that occur as girls become young woman.

Programme 8: Boy Talk

The eighth programme of study will consider the physical and emotional changes that take place as boys go through puberty. It will address the concerns and worries of young men and to make girls more aware of the changes that occur as boys become young men.