**Holy Trinity Primary**

**Relationship and Sex Education Policy**

**June 2019**

**Approved by Governors: Autumn 2019**

**To be reviewed following parental consultation in 2019/20**

The member of staff responsible for the co-ordination, development, monitoring and evaluation of

RSE is Jade Grady (PSHE Subject Leader).

**Consultation process**

This policy will be shared with staff and governors for consultation and be developed further by

involved staff, governors, pupils and parent/carers.

**Our Vision**

At Holy Trinity our mission is to ensure that each person in our school community can flourish and live life in all its fullness as they know they are cherished and loved by God and are provided with the best possible opportunities to learn together, work hard together and shine together. We support each other as we learn to live out Christian values, making our school a happy, friendly, safe place to be.

**Introduction**

Relationships and Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as, relationship and sex education (RSE), placing the emphasis on relationships RSE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers. The work is integrated within science and PSHE. We are planning to phase in use of the CORAM life education scheme of work and recommended resources. This is a nationally recognised programme which works in partnership with the Sex Education Forum. It is cross phase, providing consistency of approach and a spiral, age appropriate curriculum for our pupils. The class teachers will deliver the lessons. The work will be integrated into the ordinary life of the class so that both boys and girls will have a clear understanding of, and be in sympathy with the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate.

Parents are invited to comment on the updated school’s policy. The Headteacher is available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education **additional** to that required by the National Curriculum Science Order.

**Requirements on schools in law**

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

From September 2020 Relationships Education will become compulsory in all primary schools in England. Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. Although sex education in primary schools will not be compulsory, the DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools will be expected to continue teaching Reproduction as part of the National Curriculum: Science.

**What is Relationships and Sex Education?**

RSE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively (see PSHE Association)

At Holy Trinity we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

**How RSE is monitored and evaluated**

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning. The PSHE subject leader (Suzanne Prescott) is responsible for monitoring and evaluation of RSE.

Methods used may include:

• feedback on lessons

• what individual teachers added to or deleted from the lesson content

• pupils completing end of topic evaluations

• teachers completing end of topic evaluations

• PSHE evidence scrutiny in reflection/topic books

• annual PSHE review

• data collected from initial need assessment is compared to same assessment at end of topic

**How the delivery of content will be made accessible to all pupils**

RSE within PSHE is developmental and appropriate to the age and stage of each pupil. It is part of a

planned programme, taught in a safe and supportive atmosphere, aiming for all pupils to feel

comfortable to engage in open discussion and feel confident to ask questions/for help if needed.

**Establishing a safe and supportive environment**

* Boundaries for discussion and confidentiality are discussed before the lessons begin.
* Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
* Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

**Good practice in teaching and learning**

* Using the correct terminology to make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology by the PSHE scheme (SCARF from Coram Life Education)
* Lessons contain a variety of teaching methods and strategies that encourages interaction,

involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

Relationship teaching and learning is embedded in daily practice (through our Pendle Values such as Respect, Equality and Kindness).

The RSE curriculum is organised as follows:

* Use the SCARF Coram Life Education scheme of work
* Mixed sex groups and single sex when thought appropriate (e.g. menstruation for girls and wet dreams for boys in Year 6)
* A ‘Question Box’ or ‘Ask It Basket’ is used to enable pupils to ask confidential questions on pieces of paper, which the teacher uses at the end of the programme (years 5 and 6)
* Teachers consider the age and maturity of the pupils when answering questions and how they relate to the intended learning for the class
* There are options on how to answer a question (answer to whole class/individual child after the lesson/refer the question to be answered at home)
* Teachers need to ensure children understand that some issues may not be kept in confidence if the child is at risk
* Teachers need to be mindful of the school’s safeguarding procedures.

**Inclusion**

All children and young people, whatever their experience, background or identity are entitled to

good quality RSE that helps them build a positive sense of self. Respect for themselves and each

other is central to all teaching. The RSE programme and approach is inclusive of difference: gender

identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life

experience.

RSE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other

unhealthy relationships.

Teachers of RSE agree to work within the school’s framework for RSE as described in this policy.

Teacher’s personal beliefs, values and attitudes will not affect their teaching of RSE.

We will ensure that:

* Staff approach RSE sensitively, as pupils are all different, with different types of family.
* Staff encourage boys and girls to explore topics from different gender viewpoints and never

assume that intimate relationships are between opposite sexes.

* RSE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
* Links between RSE and the school’s inclusion policy are made.

**Parental concerns and withdrawal of students**

Parents and carers have an especially important role to play in RSE at Holy Trinity. They will become involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

• Providing opportunity for any concerns to be discussed with the class teacher and/or Headteacher

• Before SRE lessons in years 5 & 6 a letter to parent/carers is sent out describing the RSE their children will cover. In this way, parent/carers can be prepared to answer questions at home.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction and the spread of viruses.) If parents approach the school to withdraw their child from RSE they will be shown the RSE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 1: Science national curriculum RSE) If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time. Parents should be made aware that there may be impromptu discussion in the classroom at other times.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum**.**

**Policy Review and Development Plan**

The RSE policy will be monitored by Suzanne Prescott and reviewed on annual basis and made available to staff and parent/carers via the website and on the school network.

Staff will have CPD opportunities to develop their knowledge and practice through staff meetings and access to support from the PSHE lead and training courses as the need is identified

**Sources of Further Information**

This policy has drawn on:

* DfES ‘Sex and Relationship Education Guidance’ (2000)
* Brook, Sex Education Forum and PSHE Association ‘Sex and Relationships Education (SRE) for the 21st Century’ – supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
* DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)