

Sand Hutton and Warthill Federated Schools

Relationships and Sex Education Policy

MISSION STATEMENT: The schools aim to serve its community by providing an education of the highest quality within the context of Christian belief. It seeks to develop the full potential of all children in a caring environment which values all its members. A school family of children, staff, parents, governors and friends of the school who all share a commitment to putting universal Christian values at the centre of our daily lives, in all our actions, in all that we think, say or do. Love and Respect We care and share and treat others as we would like to be treated. Responsibility and courage We are brave enough to admit when we make mistakes. Self-control and Moderation We know the effect our actions can have on others. Honesty and Integrity We are honest and trust each other. Kindness and Compassion We are polite and helpful. Contentment and Thankfulness We recognise how fortunate we are. Patience and Perseverance We try hard, have a go and don't give up. Peace and Humility We appreciate quiet and reflection. Loyalty and Commitment We are fair and know what makes a good friend. Forgiveness and Justice We understand and forgive each other. Hope We are positive, resilient and forward looking To learn and to grow and 'to be the best we can be'

CORINTHIANS Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

RATIONALE AND ETHOS

DfE: 'all young people are taught to stay safe and are prepared for life in modern Britain...enable schools to effectively address issues such as internet safety and unhealthy relationships and ensure pupils are taught in an age-appropriate way about respectful and healthy relationships, including friendships and family relationships. As a result, we expect pupils at primary and secondary schools to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781029/Updated_impact_assessment_-_Relationships_Education_and_Relationships_and_Sex_Education.pdf

The Sex Education Forum defines SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Sex Ed Forum : Good quality SRE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others.

Our Federation's Christian vision and associated values uphold dignity, and value everyone through policy and practice.

This policy covers our federation approach to the RSE statutory requirements. It was produced by the Headteacher in consultation with Staff, Governors and Parents.

We believe that it is important for our children to be exposed to a curriculum which promotes, and models, respect for difference, diversity and ways of living, and ensures that children are able to cherish themselves and others as unique and wonderfully made, whatever their background, disability, ethnicity, identity, learning difficulty, nationality, religion or sexual orientation.

We view the partnership of home and school as vital in providing the context for our approach, and, in addition to the over-arching aims for this element of the curriculum, it is imperative to state that staff will challenge any prejudicial behaviour and language. Staff reserve the right to apply sanctions to protect pupils, record incidents and resolve issues quickly, with communication between home and school.

ROLES AND RESPONSIBILITIES

The responsibility for the RSE policy lies with the governing body who have contributed to its creation, while the Headteacher remains responsible for staff training and the monitoring of the delivery of the content in practice, lessons will be visited and observations fed back to staff in order to ensure continued improvement of delivery over time.

Class teachers are responsible for ensuring that there is a dedicated timetabled slot for PSHE (RSE is an element of this) in addition to any PSHE nurturing which takes place throughout the school day. These staff members have received training to support the delivery of the curriculum and will continue to receive training and updates.

Parents will be informed of their legal position regarding this curriculum, and, while lessons may be statutory, and therefore parents do not have the option to withdraw children, it may be in the best interests of retaining good relationships between home and school to give parents notice. This may be necessary where content could lead parents to seek the opportunity to have conversations with pupils beforehand or be prepared for questions as a result.

LEGISLATION

Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Documents that inform the schools RSE policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st Century (2014)*
- *Keeping children safe in education –*
- *Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*
- *School policies relating to confidentiality, PSHE, Child Protection/Safeguarding, Anti-Bullying*

While there is some key information stating parents' rights to withdraw, it is important to clarify that parents do not have a right to withdraw their child from relationships education, nor do they have a right to withdraw from the 'biology' unit included in the Science National Curriculum. As a school we do not foresee the need to teach anything over and above the Science Curriculum, as has always been the case, and will continue to make parents aware of the occasions when this may feature in teaching. This will be delivered to Year 5/6 pupils only.

CURRICULUM DESIGN

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the aforementioned legal requirements and remain inclusive to all.

We will ensure that it is matched to the needs of all pupils, and staff will be especially mindful of mixed age classes and will separate groups into year groups or gender specific groups where and when necessary and/or appropriate. It will be taught through a range of teaching methods such as discussion, visitors and online content. High quality resources will support delivery and will be regularly reviewed; selected resources such as books and film clips will promote understanding within our school vision and will be underpinned by our values.

Staff have access to resources recommended and supplied by PSHE Association. Pupils will be encouraged to reflect on their own learning and we are linking with the PSHE Association in formulating purposeful recording and assessment strategies.

A commitment is made by staff to talk openly with pupils, choosing words without the reliance on euphemisms but with the avoidance of labelling vocabulary.

An appendix to this document gives the objectives pupils are expected to meet before the end of the primary phase. When these objects are met will depend on which year group the child is in in the curriculum cycle, due to mixed aged classes being a feature of our federated schools.

SAFE AND EFFECTIVE PRACTICE

Teachers will ensure a safe learning environment by preparing families in advance and creating an ethos of trust.

Knowledge of pupils and families informs delivery to groups and individuals.

Teachers and pupils may agree ground rules which allow time-out or ways that pupils can share concerns or ask questions which may not involve the whole class, e.g. pupils may ask anonymous question with a question box.

Staff have an agreed protocol in answering questions which may go beyond the Science curriculum which directs pupils home.

Visitors will be required to share their lesson content prior to booking and there will be a member of staff in the room at all times.

SAFEGUARDING

Staff understanding their safeguarding duties should any such lessons lead to a concern. At this point they would always refer to the CP policy.

ENGAGING STAKEHOLDERS

Parents will be provided with a draft policy and comments will contribute to the final documents alongside feedback from the Governing working party. The final, agreed document will be available to parents through the school website and on request in both school offices. As has happened previously, resources will be made available to parents when necessary and this may be done at school or in the home where possible.

Should there be content which parents feel would relate solely to the Sex Education element of the curriculum, they are welcome to raise this with the school. Were a parent to have a case to exercise their legal right to withdraw, these pupils would be adequately supported in another part of the school, away from the teaching area.

Pupil voice will be used to determine impact and support school in reviewing the curriculum and tailoring the next cycle so as to better respond to pupil needs.

MONITORING, REPORTING AND EVALUATION

Teachers will have the opportunity to reflect on their practice through lesson visits, training and feedback from pupil interviews as well as using assessment tools. Practice will be constantly reviewed and parents may be consulted during parents' evening

RSE POLICY REVIEW DATE

This policy will be reviewed every two years in line with DFE guidance so as to ensure it continues to meet the needs of all stakeholders.

This will be reviewed In June 2022

This will be reviewed by Headteacher and assigned group of Governors

