

 Fox Federation



Fox
Primary
School



Ashburnham
Primary
School



Avonmore
Primary
School

Federation RSE Policy

Statutory	Yes
Staff member	Ben McMullen
Governor	Catherine Edwards
Committee	Full
Full Governing Body	Yes
Last amendment date	Summer 2020
Renewal date	Summer 2023

Our vision

At our Federation schools we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.

Definition of RSE:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (referred to in this policy together as RSE) is lifelong learning about relationships, emotions, growth, safe behaviours, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at the Federation schools. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

The DfE Guidance 2020 offered this definition:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Purpose of RSE policy:

All Schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents about what is taught and when
- Give parents and carers information about their involvement with RSE

- Give a clear statement on what the Federation aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and manner in which RSE is delivered

Morals and Values Framework

All those who teach aspects of RSE within the Federation schools, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole Federation community. The teaching of RSE will encourage pupils to:

- Value and respect themselves;
- Value and respect others and
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this Federation.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the relationships within families.

RSE in our Federation aims for pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- develop skills to make and maintain positive relationships;
- develop positive attitudes and values and respect differences in opinion;
- be able to name parts of the body and describe how their bodies work;
- be able to protect themselves and know where to go for help and support;
- gain accurate knowledge and understanding about sexuality and relationships;
- to be prepared for puberty.

The objectives of RSE are:

- to provide the knowledge and information to which all pupils are entitled;
- to clarify/reinforce existing knowledge;
- to raise pupils' self-esteem and confidence, especially in their relationships with others;
- to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;

- to help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- to provide the confidence to be participating members of society and to value themselves and others;
- to help gain access to information and support;
- to develop skills for a healthier safer lifestyle;
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- to respect and care for their bodies;
- to be prepared for puberty and adulthood;
- to be equipped to understand and partake in modern British society;
- To dispel myths, misinformation and prejudice.

Legal requirements

From September 2020 Relationship Education is compulsory. However, maintained primary schools are required to teach the elements of sex education contained in the science curriculum. For example, the Key Stage 1 and KS2 programmes of study for science show that in KS1 it is a statutory requirement for pupils to be taught to "notice that animals, including humans, have offspring which grow into adults".

Parents/carers have the right to withdraw their children from the Sex Education component of RSE, apart from the statutory national science curriculum. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the PSHE leader who will talk through their concerns. If they decide to withdraw their child, work will be provided for them to do in another class. There is no stigma attached to the withdrawal of the child, and the process will be handled with discretion and sensitivity. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. As well as through Science, RSE will be taught through dedicated PSHE sessions and special events.

Such a programme can successfully follow the outline given below:

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health and to stay clean. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. In on-going PSHE work they will discuss the differences between boys and girls and will name the body parts. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. Through on-going PSHE lessons, children are taught about the physical, emotional and social changes at puberty, why they happen and how to manage them, which includes personal hygiene and keeping clean. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will discuss personal space and acceptable forms of physical contact. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures; exploring, considering and understanding moral dilemmas. In Year 6, the children will learn about conception and pregnancy and talk about being a parent.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. The children will be taught to develop critical thinking as part of decision making.

How is RSE provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. A planned, progressive programme of RSE *gradually and appropriately* begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

RSE is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant. Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. In every section of the RSE course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet and visits.

The organisation of RSE

Paul Cotter (Executive Head Teacher) is the designated teacher with responsibility for coordinating RSE.

In line with national recommendations, RSE at the Federation schools will be delivered through the PHSE, Science and Citizenship frameworks. What is taught is outlined in each of the schools' PSHE Schemes of Work. RSE at the schools is led by the class teachers, and, if appropriate, outside visitors such as the school nurse. The RSE curriculum begins in Early Years.

(RSE is monitored and evaluated by the PSHE Subject Leader as part of the Federation's development plan. As a result of this process changes will be made to the RSE programmes as appropriate).

Specific Issues

Parental consultation and working in partnership with parents

Parents are the key people in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up;
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents are invited to read the RSE policy. This helps to establish a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme. Section 405 of the Education Act 1996 gives parents have the right to withdraw their children from any or all of parts of a school's programme of sex education (but not Relationships and Health education, or the aspects that come under the Science National Curriculum). However, this rarely happens; by working in partnership with schools, parents recognise the importance of this aspect of their child's education. Parents are asked to contact the PSHE lead or Head of School who will be available to discuss any concerns.

Child Protection / Confidentiality

All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation. The Federation has a separate Child Protection Policy. The Federation will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The Federation will ensure that staff understand they cannot offer unconditional confidentiality to pupils. They will work with the

Federation's child protection procedure for recording and reporting disclosures and the nature of access to this information.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. The teachers keep to the remit of the learning objective and age suitability. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Use of visitors

“Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.”

DFE RSE .53 2019

Visitors to the Federation schools, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. Staff will vet any materials in advance. The PSHE co-ordinators will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools' RSE programme. A teacher will be present during the lesson.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Equal Opportunities

The Federation is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Monitoring and Evaluation

Monitoring is the responsibility of the Executive Headteacher, Heads of School, Governors and the PSHE co-ordinators. The Federation will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Withdrawal of Students from RSE and Complaints Procedure

Full details on RSE are available on request. The PSHE co-ordinator will inform parents/carers when aspects of the RSE programme are taught and will provide opportunities for parents/carers to view the resources being used. Parents are informed of their legal right to withdraw their child from the sex education component if they wish. Any parent wishing to withdraw their child is encouraged to make an appointment with the head teacher to discuss the matter. Any complaints about the content or delivery of RSE should be addressed to the Executive Head Teacher and Head of School.

The RSE Policy is reviewed every three years by governors. The RSE programme is monitored by the PSHE Co-ordinator.

RSE issues will be included in the induction programme for all new members of staff.

The guidance should be read in conjunction with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools