

THE ARRETON & OAKFIELD FEDERATION

Relationships and Sex Education Policy

Date of Approval:	23 rd July 2020
Committee/FGB	FGB
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Review Date:	July 2023

Signed:  Chair of Governors

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Date: 23rd July 2020

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Opening statement based on Christian values.

RSE teaching is placed within the context of values (or virtues) which will help ensure a moral basis for RSE teaching. These values (honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice) fits with the Christian values promoted by Church schools. Our values at Arreton are perseverance, friendship and honesty, and at Oakfield love, trust, honesty and hope. Our teaching of RSE will be in a context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships.

1. Aims

The aims of Relationships and Sex Education (RSE) within the Federation:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

Additionally, schools are required to comply with relevant requirements of the Equality Act 2010.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process undertaken in 2020 involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties invited to attend a meeting about the policy and given the opportunity to provide written feedback
4. Pupil consultation – we undertook pupil voice.
5. Ratification – The policy was ratified in the Summer term 2020.

This policy draws on the Relationships and Sex Education statutory guidance and the following documents/sources:

Relationships education, Relationships and Sex education (RSE) and Health Education (DfE)

Relationships Education (Primary) Jul 19 (DfE)

Relationships and Sex Education - PSHE Association

Vision for Education (Church of England)

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

We have developed our curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum is rooted in our Christian Beliefs and values. These form the foundation for work inside our schools. With respect to RSE we believe that God loves all people, The delivery of RSE in our schools will encompass the teachings of the Church of England, including the traditional Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice, as well as the understanding of abstinence and celibacy as positive life choices. We are all held in the love of Christ, all equally in need of his grace, and called to live together in love. As we do so we pray that we will learn from one another and discover more of the challenge to life and the wideness of God's mercy as the Spirit moves within us, among us and between us.

In primary school, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects.

We know that children are increasingly experiencing challenges and the subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. All of this content should support the wider work of schools in helping foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

This should be complimented by development of personal attributes including kindness, integrity, generosity, and honesty. Within the Federation the compulsory content is taught within the science curriculum (following the national curriculum guidance) and through the Personal, Social, Health and Economic Education (PSHE) programme, computing and PE. The PSHE provision is detailed in our Federation PSHE policy. Our Relationships Education is accessible to all pupils, including those with special educational needs and disabilities. We will differentiate as appropriate particularly for pupils with SEND, to ensure inclusivity with an appropriate level of adjustment.

6. Relationships Education

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health.

This starts with pupils being taught what a relationship is, what friendship is, what family means and who the people are who can support them. As part of the PSHE programme pupils are taught to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. In broad terms:

Ages 3 – 6: Children are interested in the difference between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Ages 7 – 8: Children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Ages 9 – 10: Children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about contraception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Ages 11 – 13: Most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it.

From the beginning, our teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Respect for others will be taught in age-appropriate ways. LGBT content will be fully integrated into the programme of study.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. We will address online safety and appropriate behaviour online in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online (for example sharing pictures). If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Teaching about families will be done sensitively based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. We will teach about marriage and ensure that children are given the knowledge and skills they need to navigate and to flourish in loving relationships built on honour and respect. Relationship Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

The Relationships Education taught across the science and PSHE curriculums teach about relationships and health, including puberty. For full details of the Relationships Education taught as part of PSHE, see the Federation PSHE policy which has a comprehensive overview of the PSHE curriculum. The science curriculum in particular includes subject content such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The Federation will also teach other aspects of sex education (for example menstruation) as it deems necessary but will always make this clear to parents in advance. Parents have the right to withdraw their child from any non-statutory Relationships Education. The Federation will consult with parents on the content of what is taught in Year 6. Our computing curriculum covers e-safety, safe use of technology, how to keep personal information private and where to go for help and support. Our PE curriculum aims to ensure pupils develop competence to excel in a broad range of physical activities and lead healthy, active lives.

Primary age pupils may ask teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in the Relationships Education guidance. Teachers and other adults will always answer these questions in an age-appropriate, sensitive and caring way. Teaching methods will likewise take account of individual or group needs.

Physical Health and mental wellbeing

Mental wellbeing is a normal part of daily life, in the same way as physical health. The pupils will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. This includes simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

7.2 The Head of School

The Heads of School are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non science components of RSE

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 head of School. All teachers will teach RSE. We will use other professional (such as the school nurse) where appropriate.

7.4 Pupils

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

8. Parents' right to withdraw

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of children and have a significant influence in enabling their children to grow and mature and to form healthy relationships. Schools complement and reinforce the role of parents/carers as the prime educators. Parents do not, however, have the right to withdraw their children from relationships education in school (or the science curriculum).

Parents do have the right to withdraw their children from some or all of sex education. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head Teacher. The Head Teacher will meet with any parent/carer to discuss any withdrawal and understand their wishes or concerns. The Head Teachers will automatically grant a request to withdraw a pupil from any sex education delivered in our primary schools, other than as part of the science curriculum. We will inform parents prior to any sex education lessons. In our schools we do not normally plan sex education as part of our RSE curriculum.

Alternative, purposeful work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

The normal professional monitoring arrangements, such as planning scrutinies, learning walks and governor monitoring.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by E&S committee.

Appendix 1: By the end of primary school pupils should know:

Relationships and Sex Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 marriage¹ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 violence 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex (Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

	<ul style="list-style-type: none"> • 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 giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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.

Physical Health and Mental Wellbeing

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	