



“Our small school community welcomes everyone and aspires to meet the needs of all through high expectations and compassionate support. Through shared values we create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of happiness, health and hope.”

Relationships and Sex Education Policy

Date	Review Date	Coordinator	Nominated Committee
June 16	June 19	S Kay	Curriculum
September 2020		S Kay	Pupils and Curriculum

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- ✦ Education Act 1996
- ✦ Equality Act 2010

The following documentation is also related to this policy:

- ✦ Statutory Guidance on Sex and Relationship Education (DfE)
- ✦ Equality Act 2010: Advice for Schools (DfE)
- ✦ Education Act (1996)
- ✦ Learning and Skills Act (2000)
- ✦ Education and Inspections Act (2006)
- ✦ Supplementary Guidance SRE for the 21st Century (2014)
- ✦ Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- ✦ Children and Social Work Act (2017)
- ✦ Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

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 except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The DfE guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.



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Our Policy reflects that Relationships Education and Health Education will be statutory for all schools in September 2020. Although not mandatory, the DfE are recommending that primary schools deliver sex education, to support the content of National Curriculum in Science.

Partney C of E Primary School will be delivering 'Sex Education' in order to support the Science curriculum. This will be tailored to the stage and maturity of the pupils. Please see the section 'Sex Education' later in the policy to find out about what the school plans to cover in these sessions and a parent's right to withdraw their child/children from these sessions.

We aim to work in partnership with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and consistent answers to their questions about RSE, so that children are receiving consistent messages.

Sometimes sensitive questions can evoke a safeguarding concern in which case the School Child Protection Policy and Procedure should be used.

We wish to work closely with the pupils through class groups and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. Any Feedback/assessment from pupils will inform the RSE curriculum, to ensure that it is really reflective of school perspectives, issues and concerns.

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

**"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)**

**"I have come in order that you might have life - life in all its fullness"
(John 10:10)**

At Partney Church of England School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.



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What is relationships education?

- the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- what a relationship is, what friendship is, what family means and who the people are who can support them.

Building on early education,

- taking 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.
- How to establish 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.)
- Having respect for others in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

Whilst teaching about the principles of positive relationships we will also:

- Address online safety and appropriate behaviour in a way that is relevant to pupils' lives; including content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.



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- Use sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)
- Strive to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Through our Church School Values we will also:

Develop the ability to form strong and positive relationships with others and cultivate positive character traits and personal attributes, in the individual in a school wide context:

- Compassion
- Commitment
- Courage
- Curiosity
- Charity
- Celebration
- Collaboration

This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education we will:

- Teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.



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- Develop knowledge of how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The School’s scheme of work for RSE covers everything that primary schools should teach about relationships and health, including puberty. The National Curriculum for Science also includes subject content in related areas, 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.

Partney Church of England Primary School will have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

The School will communicate and consult parents before the final year of primary school about the detailed content of what will be taught in Sex Education sessions. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Partney Church of England Primary school will teach the following aspects of Sex Education in order to complement the National Curriculum statutory guidance



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Statutory National Curriculum Guidance (MUST be taught)	Notes and guidance (non statutory)	Sex Education to complement (going beyond) the National Curriculum
Pupils should be taught to: <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.	<ul style="list-style-type: none"> How a baby is conceived Use of anatomical language e.g. penis, vulva, vagina, foetus Erection, Orgasm, Ejaculation including Wet Dreams, sperm and egg (gamete) <p>The School will also take into account the special educational needs or disabilities of pupils in developing materials to support the delivery of these sessions.</p>
Parents have no right to withdraw.	Parents have no right to withdraw.	Parents have a right to withdraw.

The School will set out what are considered to be the age appropriate materials and content of sessions before hand so that parents can make an informed choice to withdraw their child from sex education beyond the national curriculum for science. It is recommended that parents talk to the Head Teacher before withdrawing their child from Sex Education sessions. A reply to a written request will then be confirmed in writing by the Head Teacher and kept in the child’s school records.

Part Two: Health Education

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others



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and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Aims for teaching Physical Health and Wellbeing

To learn about the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being 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.

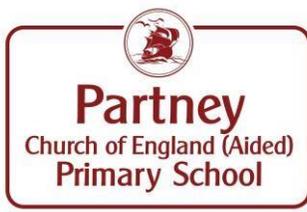
Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.



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Puberty including menstruation should be covered in **Health Education** (see below) and should, as far as possible, be addressed before onset. We will address this in Year 5. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Menstruation

All pupils will be taught about menstruation, within the Health Education curriculum.

However, the onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

In addition to curriculum content, the school will make adequate and sensitive arrangements to help girls prepare for and manage menstruation (including with requests for menstrual products.) This will usually take the form of a separate, girls-only session, which will aid learning in sanitary towels and tampons, possible effects (PMS) and practical advice about selfcare.

Materials and Resources

<https://bettyforschools.co.uk/>

For girls with autism, there is the use of a book entitled The Autism Friendly guide to periods which can be used by the teacher and lent out to any parents.

It is important to emphasise that any scientific diagrams/outlines of bodies are just that and not everyone’s body is the same.

Role of the Governing Body

The Governing Body should also make sure that: •

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,



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- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools, particularly with regard to relationships and values, with reference to ‘Valuing All God’s Children’ updated Summer 2019.

✦ nominated a Governor to:

- arrange visits to monitor the implementation of the SRE;
- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body on the success and development of this policy.

✦ responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ✦ implement the policy;
- ✦ ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ✦ Work in partnership with parents to develop and review the RSE policy.
- ✦ work closely with the Pupils and curriculum committee;
- ✦ provide leadership and vision in respect of equality;
- ✦ make effective use of relevant research and information to improve this policy;
- ✦ organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- ✦ monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment through the PHSE Planning toolkit.
 - speaking with pupils,(when appropriate) school personnel, parents and governors
- ✦ report to the Governing Body on the success and development of this policy.



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Role of School Personnel

School personnel will:

- ✦ comply with all aspects of this policy;
- ✦ use a variety of teaching methods and resources to deliver the RSE programme;
- ✦ implement the school’s equalities policy and schemes;
- ✦ report and deal with all incidents of discrimination;
- ✦ attend appropriate training sessions;
- ✦ report any concerns they have on any aspect of the school community.

Role of Parents

All parents must:

- ✦ be fully aware of the school’s RSE policy;
- ✦ ask any pertinent questions regarding their child’s sex education at the school;
- ✦ be aware of their right of withdrawing their child from all or part of the RSE programme that we teach in this school ([as above](#));
- ✦ take part in periodic surveys conducted by the school;
- ✦ support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Organisation of the RSE curriculum

We will use the PSHE Planning Toolkit and the ‘Goodness and Mercy’ Progression statements. The overarching themes are:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)



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4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

The planning for each year group is contained in the PHSE Toolkit

We will use the Goodness and Mercy Progression Statements to help us structure and select the planning from the PHSE Toolkit.

Assessment

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



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1. Baseline assessment

Carry out a baseline assessment before starting a new ‘piece of learning’ (which might be a single lesson or series of lessons constituting a ‘module’ or ‘topic’).

2. Assessment for Learning (Afl)

Build Afl into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (Aol)

At the end of the ‘piece of learning’, measure progress from the starting point (Aol). Use this to evidence progress and inform future teaching.

The range of assessments that can be used are outlined in Appendix 1 of the PHSE toolkit.

Pupil progress will be recorded in the Insight Tracker and Communicated to parents through the child’s annual report. It will be based upon statements in the Goodness and Mercy Progressions Statements.

The delivery of the PSHE and Science curriculum will be led by the teaching staff but other professionals or members of the community may be brought in to support the learning in these lessons. E.g. Healthy Minds.

In key stage 2 children will learn about puberty and the physical and emotional changes that take place. Puberty is a statutory part of Health Education. That means that parents have no right to withdraw from these sessions. However, an overlap with the science area of life cycles, means that the following aspects of sex education will be taught:

- How a baby is conceived
- Use of anatomical language e.g. penis, vulva, vagina, foetus
- Orgasm, Ejaculation, sperm and egg (gamete)

The School will also take into account the special educational needs or disabilities of pupils in developing materials to support the delivery of these sessions.

Parents will be given an opportunity to see the resources that the class teacher will be using in advance of these sessions. The resources may change from year to year depending on the year group and cohort and the availability of different resources.

A progression Statement from Goodness and Mercy is shown in Appendix 2.



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The teaching staff will endeavour to respect a child’s confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. Teachers cannot promise a child that they will ‘keep a secret’. If a child is considered to be at risk following a disclosure, the procedure outlined in our Child Protection Policy will be followed.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- ✦ the school website
- ✦ the Staff Handbook
- ✦ the newsletter
- ✦ meetings with school personnel
- ✦ communications with home such as weekly newsletters and of end of half term newsletters
- ✦ an initial consultation with parents to discuss the contents of the RSE policy in light of the new guidance and to look at the policy, before being approved by the Governors.
- ✦ Any consultation comments must be reported to Governors and these comments should help to shape the Policy Review.

Training

All school personnel:

- ✦ have equal chances of training, career development and promotion
- ✦ receive periodic training so that they are kept up to date with new information
- ✦ receive equal opportunities training where appropriate in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



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Our school embraces diversity and the religious, cultural and ethnic backgrounds of the children are taken into account. A budget will be put aside to purchase recommended books and resources to reflect the lifestyles of our children.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- ✦ Curriculum
- ✦ Teaching and Learning