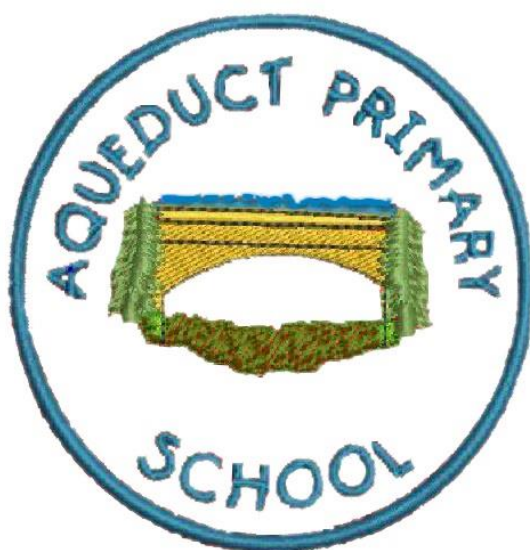


Aqueduct Primary School

Relationship and Sex Education Policy



Written/Reviewed	December 2023
Next Review Date	December 2025

[Our Strapline](#)

Building tomorrow, Leading the way ...

[Our Values](#)

Positivity, happiness, learning, kindness, safety and respect.

Relationships and Sex Education Policy

The purpose of this policy-

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSE) for the 21st Century for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSE education programme.
- Provide a basis for evaluating the effectiveness of the school RSE programme.
- Reinforce the role of the schools in contributing to local and national strategies.

Local and national guidelines

This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance July 2020
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Children and Social Work Act (2017)
- 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)
- 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))

Aims

The aims of relationships, sex and health education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and **safe**
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Develop the confidence to seek help, support and advice
- Provide children with a deeper understanding of what constitutes a respectful and healthy relationship contributing towards **preventing** CSE arising.

Statutory Requirements

For Primary aged pupils we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils.

At Aqueduct Primary School we teach RSE as set out in this policy.

Policy Development

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

1. **Review** - Deputy head/Lead DSL and RSE/Personal Development and Citizenship Lead pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** - all school staff were given the opportunity to look at the content of RSE and make recommendations during a staff meeting.
3. **Parent consultation** - parents were invited to attend a working party discussing the content of the RSE programme and ask any further questions if necessary.
4. **Ratification** - once amendments were made, the policy was shared with governors and ratified.

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, as pupils progress from the primary to secondary phase of school.

RSE involves a combination of sharing information, and exploring issues and values, which our pupils understand through accessible education.

RSE is *not* about the promotion of sexual activity.

Delivery of the curriculum

RSE is taught within the Personal Development and Citizenship (PD&C) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We also use the 'Respect Yourself' RSE scheme to help us deliver part of the RSE curriculum.

For Primary aged pupils

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationship to other policies: This policy has links to school policies on Safeguarding, Child Protection, Health and Safety, Anti-bullying, Equality, Science, P.E. and Computing.

The Governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is 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.

Staff

Staff are responsible for:

- Teaching aspects that mainstream pupils will acquire through their development, such as understanding the term 'private'
- Delivering RSE in a sensitive way, ensuring that all pupils and students understand the terminology
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students
- Using appropriate vocabulary
- Modelling positive attitudes to RSE
- Monitoring progress
- 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 headteacher.

Pupils and students

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

Monitoring Arrangements

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

This policy will be reviewed by Kerri Santopietro – Personal Development and Citizenship/RSE Lead on an annual basis. At every review, the policy will be approved by the governing board, well-being committee, governors and the Headteacher.

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

Intent

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of a healthy lifestyle approach. Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

Implementation

The RSE curriculum is clear and shows progression between year groups. RSE planning is based on our 'Respect Yourself' programme and builds on previous knowledge and understanding. All age groups ensure that mental health, well-being and RSE is weaved into other lessons where possible and taught discretely where needed. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. We tailor the curriculum offer to reflect the context of the school and local contextual safeguarding issues, national trends and data.

Impact

At Aqueduct Primary School, RSE impacts the children in numerous beneficial ways:

- It helps children grow and develop as individuals
- Gives pupils opportunities to voice their opinions, concerns and worries
- Gives children the knowledge, understanding, and skills they need to lead confident, healthy, independent and safe lives helping prevent CSE from arising
- Gives children the knowledge, understanding, and skills they need to maintain caring friendships
- Gives children the knowledge, understanding, and skills they need to maintain respectful friendships
- Children learn how to critically consider their online relationships

Planning for Relationships and Sex Education

Our long-term planning for relationships and sex education is integrated into our Personal Development and Citizenship scheme of work. As far as possible we have also linked the units of study to the Science work that the children will be studying.

When planning for relationships and sex education it will be at the teacher's discretion as to what teaching strategies are used depending on the age and development of the children.

It will be the responsibility of the teacher to deliver the lessons in Relationships and Sex Education.

SEND and Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, marriage or civil partnership or sexual orientation. It is recognised that SEND pupils may

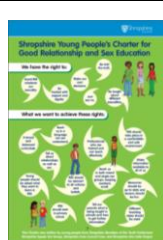
require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support may be considered. Parents and pupils will be involved and consulted. Our intention is to support children's appropriate progress and development. Please refer to Equality Policy. As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

RSE is most effective when the whole school are following the same scheme of work. Children with SEND should be given informal opportunities to learn about the various subjects involved in RSE e.g. when they are queuing for lunch they can be prompted about personal boundaries. All staff will be actively involved in offering consistent messages around RSE. Staff will constantly model how to react in everyday situations and interactions such as those concerned with consent or privacy e.g. a matter of fact tone of voice and calm reaction to a situation can be helpful. Staff's attitudes and behaviour will reflect those of the school values. There are many ways to link with other parts of the curriculum and school day too, for example, through playground rules and anti-bullying week. Neglecting content will be avoided, encouraging teachers of learners with SEND to adapt teaching based on various abilities in class wherever possible, rather than restrict the topics covered. Small group sessions for pupils with SEND can be offered which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format.

Lesbian, Gay, Bisexual, Transgender (LGBT)

The Equality Act states that teaching should be accessible to all pupils. We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual or transgender. Inclusive RSE means creating and maintaining good relationships between pupils, dealing with any prejudice or homophobia and promoting respect and kindness. We will answer any questions dealing with sexual orientation and identity and answer any relevant questions, offering support if necessary. No assumptions will be made that intimate relationships only involve the opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is inclusive and pitched appropriately.

Units of study for Relationships and Sex Education



Planning

RSE lessons are planned based on the 'Respect Yourself' scheme. Class teachers lead these lessons and are aware of the need to plan opportunities to develop the spiritual, moral, social and cultural needs of all pupils. A vast majority of

opportunities will be delivered through cross curricular activities as well as specific RSE, Personal Development and Citizenship, RE activities and assemblies. We follow the Respect Yourself programme for a lot of our Personal Development and Citizenship lessons and RSE where appropriate.

We use the 'Respect Yourself' scheme. There are additional resources available to support this on DVD. These are accompanied by teacher resource books and have follow up activities for the children that reflect issues arising in the programmes and help to develop themes and further discussion. The vocabulary for each year group can be found in the appendices section of this policy.

In addition to this, we have invested in additional resources to accompany these which contain a number of age-related clips which are no longer than ten minutes.

Progression of learning

Please refer to the long term and progression document to read what is taught in our RSE programme and when the children learn certain skills.

The Role of the Governing Body

There is a requirement for all schools to have a relationships and sex education policy. The Governing Body should consult with parents in developing our relationships and sex policy to ensure that parents' wishes and the culture of the community are taken into consideration.

Requirements

All schools must have an up-to-date policy, which is made available for inspection and to parents.

The policy must:

- define relationships and sex education
- describe how relationships and sex education is provided and who is responsible for providing it
- say how relationships and sex education is monitored and evaluated
- include information about parents' right to withdrawal
- be reviewed regularly

Procedures

If a child discloses a safeguarding concern or issue in school, a CPOMS record must be filled out as soon as possible. Within this CPOMS record, the adult must fill out the child's name, location of disclosure and concern category. They must identify the concern category that the disclosure is relating to the most.

Sexual harassment

If a child discloses anything relating to sexual harassment, then the same procedure as above should be followed. Each child and member of staff in school needs to know that this is taken very seriously and that all disclosures regarding this will be passed on to the available DSL. It is important that the CPOMS record is completed as quickly as possible so that the information is as accurate as possible. There should be no paraphrasing and the children's EXACT words should be used.

Domestic abuse

Getting the culture right in school:

- Whole school understanding of domestic abuse through professional development for all staff
- Modelled behaviour by staff towards pupils, students and all adults, implicitly reinforcing respectful relationships
- No bystanders to any behaviours that would be defined as bullying/abuse
- Supporting staff who may be victims of abuse through a robust policy and signposting
- Explicit teaching about healthy relationships and identifying abuse within relationships
- Developing resilience and wellbeing, building self-belief, self-worth and self-esteem in all.
- Challenging stereotypes at all times
- Working with your student parliament, children's safeguarding boards, peer mentors to support others

All staff have been told to look out for the following signs as this MAY signal victims of domestic abuse:

- physical injuries
- excuses for frequent injuries
- stress, anxiety or depression
- absent from work and social occasions
- personality changes - being jumpy or nervous
- low self-esteem
- lack of independent communication
- self-blame
- increased alcohol or drug use
- lack of money
- damage to property.

Any disclosures from children or staff should be recorded on CPOMS and handed to a DSL. Then if needed, family connect can also be contacted.

Parents' right to withdraw

For primary aged pupils parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

In all cases the Headteacher/Personal Development and Citizenship/RSE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way pupils will receive accurate information.

Safeguarding



Aqueduct Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of child protection issues. Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

The designated safeguarding lead (DSL) for school is: Mrs. Jo Clarke
The designated safeguarding supervisor is: Mrs. Tammy Lockley (HEAD)
Their deputies are: Mrs. Cara Duppa, Mr. Ash Palin and Mrs. Lisa Batchelor
The governor with responsibility for safeguarding is: Mrs. Louise Aubrey

Appendix 1

To be completed by parents				
Name of child		Class	Child's D.O.B	
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	

DRAFT

<u>Year group and objectives from scheme of work</u>	<u>Vocabulary</u>
<u>Year 1</u>	<u>Year 1</u>
<u>Lesson 1, 2 and 3 -</u> Identify and recognise their skills and abilities Understand the difference between boys' and girls' bodies, naming the external body parts Recognise and respect differences Compare and contrast themselves with others	Changes, differences
<u>Year 2</u>	<u>Year 2</u>
<u>Lesson 1 and Lesson 2 -</u> Identify and recognise their skills and abilities. Understand the difference between boys' and girls' bodies, naming the external body parts. Recognise and respect differences. Compare and contrast themselves with others.	Vagina, testicles, penis
<u>Year 3</u>	<u>Year 3</u>
<u>Introduced to periods</u> <u>Lesson 1</u> - To prepare for and understand changes that occur as part of puberty. To recognise physical and emotional changes <u>Lesson 2</u> - Identifying current levels of knowledge and understanding about puberty, menstruation and conception. <u>Lesson 3</u> - Facts and fiction Using previously identified levels of knowledge and understanding Introduce conception, puberty	Puberty, menstruation, conception, periods, pubic hair, breasts, facial hair
<u>Year 4</u>	<u>Year 4</u>
<u>Lesson 1</u> - To know that during puberty a body changes from a child to an adult; it is part of the life cycle. To develop the skill of recognising and understanding emotional changes as well as physical changes. To become confident in awareness of life cycle changes, that conception and birth are features. To begin to know that each person experiences puberty differently. Beginning to understand why the body changes in puberty. To understand some basic facts about pregnancy <u>Lesson 2</u> - To know that during puberty a body changes from a child to an adult; it is part of the life cycle. To establish pupils' knowledge and understanding of menstruation, and clarify any myths or misconceptions, reassure and help prepare both girls and boys	Puberty, emotional, conception, vagina, vulva, menstruation, periods, ovaries, fallopian tubes, hormones, testicles, sperm, penis, sex organs, pubic hair, breasts, anus
<u>Year 5</u>	<u>Year 5</u>
<u>Lesson 1</u> - Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them Know and understand life processes common to humans, including reproduction Know and understand about personal hygiene <u>Lesson 2</u> - Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them. Know and understand life processes common to humans, including reproduction. Know and understand about personal hygiene and keeping safe. <u>Lesson 3</u> - Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them Know and understand life processes common to humans, including reproduction Know and understand the main stages of the human life cycle <u>Lesson 4</u> - Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them. Know and understand life processes common to humans, including reproduction.	Puberty, reproduction, physical changes, emotional changes, menstruation, periods, love, sex, sperm, egg, baby, contraception, pregnancy, sanitary towel, tampon, breast, fallopian tube, uterus, womb, ovary, urethra, testicle, fertilisation, foetus, sex organs, ovum, vagina, penis

Know and understand the main stages of the human life cycle	
Year 6	Year 6
<p><u>Lesson 1</u> - Consider why honesty, loyalty, understanding and respect are important in relationships. Recognise their own worth and identify positive things about themselves and others</p> <p><u>Lesson 2</u> - Managing change effectively: e.g. learn about the changing nature of and pressure on relationships with friends and family Appreciate that similarities and differences between people are a result of many factors</p> <p><u>Lesson 3</u> - Discuss and ask questions about changing bodily needs That puberty can be a positive and exciting time Know how changes at puberty affect bodily hygiene</p> <p><u>Lesson 4</u> - Discuss and ask questions about how bodies change and develop during puberty Know that body changes are a preparation for sexual maturity Learn the correct names for body parts and their functions</p> <p><u>Lesson 5</u> - Recognise the need to ask for support and whom to ask That puberty can be a positive and exciting time Know that body changes are a preparation for sexual maturity and understand the process of reproduction Know how changes at puberty affect body hygiene</p>	<p><i>Physical changes,, emotional changes, puberty, hormones, pubic hair, breasts, penis, testicles, erection, period, wet dream, body hair, ovary, ovulation, womb, uterus, pregnancy, labia, clitoris, genitals, vagina, urethra, anus, scrotum, prostate gland, endometrium, cervix, foreskin</i></p>