

The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



Relationships and Sex Education Policy

Agreed: Summer Term 2024

Review: Summer Term 2025

[or as required]

Relationships and Sex Education Policy

Vision Statement

At Malden Parochial, we believe that it is the responsibility of a good school to help pupils develop into responsible and caring adults, who are able to contribute positively to the community and wider community (for example, online). Through the teaching of RSE, our pupils learn to make good choices and form responsible relationships.

Intent

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. Through the teaching of RSE, we help our children to understand the importance of stable and loving relationships, respect, love and care for family life. We will impart information that allows the development of skills and the formation of positive beliefs, values and attitudes. Our aim is to provide our children with balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of relationships. Our children will be equipped with the skills necessary to consider other people's values whilst developing their own. RSE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued. Through our RSE programme, our children are prepared for a successful, safe and productive adult life.

Through our RSE syllabus, we will:

- Provide a framework in which sensitive discussions can take place;
- 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;
- Generate an atmosphere where questions can be asked and answered openly without embarrassment, and trust and confidentiality are ensured;
- Emphasise the role and the value of family life;
- Enable pupils to develop the ability to form positive relationships;
- Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- Enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others;

- Enable pupils to understand the impact of friendship groups, the internet and social media;
- Enable pupils to understand the process of human reproduction.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the Science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Malden Parochial Church of England Primary School, we teach RSE as set out in this policy.

Policy Development

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

1. Review – a member of staff (Subject Leader for P.S.H.E.) 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 policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy before ratification.
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.

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

RSE is not about the promotion of sexual activity but about the understanding of sex within the context of a healthy relationship.

Implementation

Our curriculum is set out as per Appendix A but we may need to adapt it as and when necessary, catering for the specific needs of each cohort.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings our children. If the children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the physical and emotional changes that adolescence brings.
- How a baby is conceived.

For more information about our curriculum, see our curriculum map, overview and scheme of work in Appendices A, B and C.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (P.S.H.E.) Education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in our internet safety scheme of work.

In Year 5 and Year 6, children also receive stand-alone sex education sessions delivered by a trained health professional from the Kingston/Richmond Health Authority. The content of the Year 6 lessons are available for parents to view on our website.

Relationships education focusses 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

For more information about our RSE curriculum, see our curriculum map, overview and scheme of work in Appendices A, B and C.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure.

Roles and Responsibilities

The Subject Leader is responsible for :

- Leading policy development and implementation.
- Advising and supporting colleagues.
- Contributing to schemes of work, year group and individual teacher's plans.
- Developing in depth knowledge of their subject and keep up to date with developments.
- Arranging for relevant advice and information from courses to be disseminated.
- Assessing progression and attainment throughout the school.
- Managing resources.
- Arranging relevant themed days and visitors.

The Headteacher is responsible for:

- 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 (see section 'The parents' right to withdraw').

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 Subject Leader/Headteacher.
- All teaching staff are responsible for leading the learning about relationships. Year 5 and Year 6 curriculum teaching staff are responsible for the agreed non-statutory elements of the curriculum.
- Arranging relevant themed days and visitors.

The Governing Body:

- The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

Pupils:

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

Parents' right to withdraw

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 covered in Year 5 and Year 6.

Requests for withdrawal should be put in writing, returned to class teachers and given to the Headteacher.

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

Training

Staff training on the delivery of RSE is included in our continuing professional development calendar. Our P.S.H.E. scheme (You, Me and P.S.H.E.) has been introduced to the teaching staff.

Where necessary, the Headteacher or Subject Leader 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.

Equal Opportunities

- At Malden Parochial we value the individuality of all of our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.

- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.
- Year group teachers have confidence in their knowledge and skill base and where necessary, will ask for support to ensure teaching is age, ability and cohort appropriate.

Health and Safety

Health and safety issues are taken into account when planning any practical lessons. When visits occur, full risk assessments will have been completed. The Subject Leader for RSE will ensure that all material used when teaching RSE is appropriate and fulfils the requirements of the school's values as well as the nationwide British Values.

Planning

Class teachers plan at least one P.S.H.E. session weekly. RSE is taught within our P.S.H.E. curriculum. Lessons are planned and taught using a range of teaching styles and with the use of appropriate resources. When planning P.S.H.E. lessons, teachers refer to the scheme of work 'You, me and P.S.H.E.' (Islington County Council), which ensures all government statutory guidelines for the end of Key Stage expectations are covered. Lessons may also be planned in response to a specific identified need within the class (for example, talking through the needs of a new class member who has particular difficulties of some kind.) Teachers match learning opportunities to the individual needs of all children including those with learning difficulties. PSED in the Early Years is planned according to the objectives set out in the Early Learning Goals.

Teaching

In our RSE lessons, we use a range of teaching and learning styles, including circle-time, drama, role-play and independent research. We place emphasis on creative and active learning by including children in discussions, investigations and problem-solving activities. When the children learn about puberty and conception, specialist visitors (school nurses) are invited into school and support the teachers within their classrooms.

Organisation

Children are timetabled to receive one 45 minute P.S.H.E. lesson per week. Relationships Education is taught within the P.S.H.E. curriculum. Each year group learns about this topic at varying times throughout the academic year (see curriculum overview). Within some topics, visitors with a subject expertise may come in to support staff with their teaching

- Year 5 – nurse to talk about puberty
- Year 6 – nurse to talk about puberty and conception

Homework

The children may be given a RSE focus to their weekly homework as appropriate, although the majority of home learning will have an English or Maths focus. However, for themed

weeks, such as ‘Diversity Week’, children may be asked to create posters or write poetry about ‘Relationships’ at home.

Resources

There is a range of resources to support the teaching of RSE, located in themed topic boxes, stored in a designated area within the school. Literature incorporating RSE themes is given to class teachers, to support the teaching of the topic at an age appropriate level.

Impact

Assessment

Teachers assess the children’s knowledge and understanding of RSE mostly through classroom discussions and observations. Levels of confidence, team participation, and social and communication skills are continually assessed throughout the year. Recording of work will be in a format appropriate to the planned focus and shown in the teacher’s planning. Evidence of RSE will be in a variety of forms, for example, photographs, posters, as well as written work. The written work may not always be accurate to show the children’s understanding and staff should use their professional judgement on this.

The children are assessed each term in the foundation subjects. For each unit of work, key statements are taken from the school’s skills and progression documents (see Appendix D) The assessments show the children that are working below and above the age related expectations (see Appendix E). These assessments are submitted to the Headteacher and Subject Leader so that progress can be clearly tracked and monitored.

Monitoring Arrangements

The delivery of RSE, is monitored by the Subject Leader (Rachael Macreadie) through:

- Planning scrutiny
- Learning walks
- Evidence of use of the scheme of work to support learning

The children’s development in RSE is monitored by class teachers as part of our internal assessment system.

Monitoring and Evaluation

Monitoring takes place regularly through sampling children’s work, teacher planning, through a book scrutiny and lesson observations.

Monitoring the standards of children’s work and the quality of teaching in RSE is the responsibility of the Subject Leader and Leadership Team. The Subject Leader is also responsible for supporting colleagues in the teaching of RSE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate in consultation with the Governors.

In conclusion

Consultation

At the end of each academic year, the coordinator, Headteacher and staff will review and evaluate the RSE taught. Evaluation should take into account:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, progress of the children in line with key objectives, planning issues and staff needs as regards to training and support;
- Pupil achievement, both in formal assessment and by ongoing teacher assessment;
- Coverage of topics, including SMSC and British Values;
- Analysis of children's books;
- Staff development;
- Any issues arising from teaching, for example, common problems or difficulties;
- Children who have not reached the age-related expectations.

Links to other policies and documents

- Assessment policy
- Marking policy
- Homework policy
- SEND policy
- Inclusion policy
- Anti-bullying policy
- SMSC policy
- Healthy Eating policy
- Science policy
- Computing policy
- Internet Safety policy

Acronyms

RSE - Relationships and Sex Education

PSHE - Personal, Social, Health, Economic

LGBT – Lesbian, Gay, Bisexual and Transgender

PSED – Personal, Social and Emotional Development

SMSC - Spiritual, Moral, Social and Cultural

SEND – Special Educational Needs and Disabilities

Sources and References

Islington scheme of work; 'You, me and P.S.H.E.'

Sex Education Forum

P.S.H.E. Association

SCARF Coram resources

Appendix

Appendix A - Curriculum Mapping

Appendix B - Curriculum Overview

Appendix C - Scheme of Work for P.S.H.E. 'You, me and P.S.H.E.' strand 'Relationships (and Sex) Education)

Appendix D - Skills and Knowledge Documents

Appendix E - Foundation Stage Assessment

Appendix F - End of Primary School Expectations