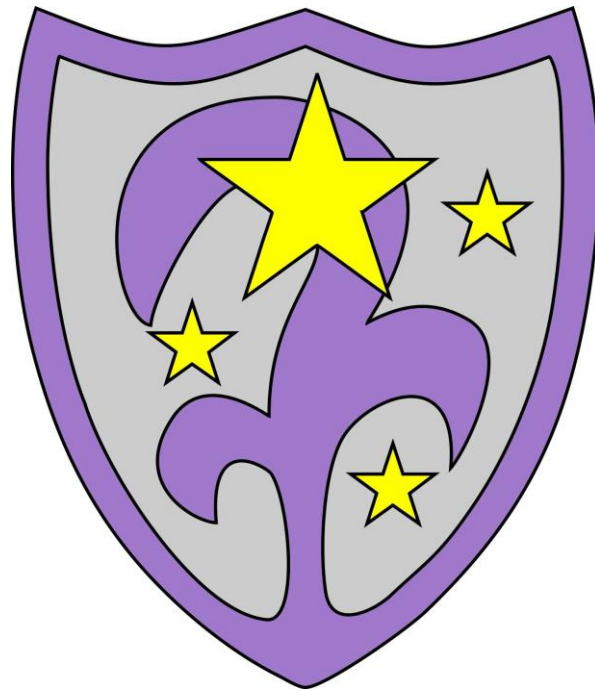


Elliston Academy



Relationships and sex education draft policy

Relationships and Sex Education Policy

Values Statement

At Elliston we aim to provide the pupils with a RSE curriculum where every child is able to achieve to their full potential and to fully equip our children with values, skills and knowledge that provide the building blocks for their future and to develop the physical, emotional, social and communication skills so that they are able to make informed decisions about their current and future lifestyle. We also aim to provide a *stimulating environment, to foster responsible attitudes and encourage good behaviour and relationships, both in and out of school and to encourage all children to learn how to live and work with other people, to recognise their responsibility and contribute positively to society.*

Relationships and Sex Education (RSE) at Elliston Primary Academy is part of the personal, social, health and economic curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes.

Definition of RSE

Relationships education in Primary Schools 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

(There is a more detailed plan at the bottom of this policy)

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 of support around them (for example: looked after children or young carers).

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach

science which would include the elements of sex education contained in the science curriculum.

Aims

The aims of relationships and sex education (RSE) at Elliston are to:

- 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.

Monitoring and Evaluation Procedure - using a range of evidence

The PHSE leader will monitor RSE following the delivery of the sessions in each year group. This RSE scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Assessment

Staff will assess the understanding shown by the pupils through discussion and work produced in light of the teaching. Further questions will be followed up sensitively and if appropriate.

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 principal.

The principal 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.

Pupils

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

Role of PSHE Coordinator

The role of the PHSE subject leader is to ensure all staff are up to date and equipped with the relevant knowledge and resources in order to deliver effective RSE. The leader will monitor that RSE is being taught as outlined in this policy, that parents/carers are informed prior to the lessons and that staff will assess the understanding and learning shown by the pupils.

Role of school governors

All school governors and our named governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate RSE curriculum for our pupils.

Role of Parents

Children are exposed to information and messages from T.V, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

At Elliston we believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations. In promoting this objective we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the principal. A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. At Elliston, all pupils, regardless of ability, culture and faith, gender and sexual orientation will receive quality RSE. This will be achieved through teaching to the needs of the pupils and where appropriate, with advice from outside specialists. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect.

RSE expectations: primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

- 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 other people's 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 marriage 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

Caring friendships

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

Respectful relationships

- › The importance of respecting others, even when they're 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
- › 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 cyber-bullying), 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

- › That people sometimes behave differently online, including by pretending to be someone they're not
- › That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- › How information and data is shared and used online

Being safe

- › 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's 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/unsafe physical and other contact

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

See below the objectives currently taught for sex education.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Pupils learn:</p> <p>to understand and respect the differences and similarities between people</p> <p>about the biological differences between male and female animals and their role in the life cycle</p> <p>the biological differences between male and female children</p> <p>about growing from young to old and that they are growing and changing</p> <p>that everybody needs to be cared for and ways in which they care for others.</p> <p>about different types of family and how their home-life is special</p>	<p>Pupils learn:</p> <p>about the way we grow and change throughout the human lifecycle</p> <p>about the physical changes associated with puberty</p> <p>about the impact of puberty in physical hygiene and strategies for managing this</p> <p>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>menstruation</p> <p>strategies to deal with feelings in the context of relationships</p> <p>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p>	<p>Pupils learn:</p> <p>about the changes that occur during puberty</p> <p>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>about human reproduction in the context of the human lifecycle</p> <p>how a baby is made and grows (conception and pregnancy)</p> <p>about roles and responsibilities of carers and parents to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p>

