



USWORTH COLLIERY
PRIMARY SCHOOL

Relationships and Sex Education Policy

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The Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019 have made Relationship Education compulsory in all primary schools. Sex education is not compulsory in primary schools, however we at Usworth Colliery Primary School believe that it is important for children to have an education around RSE.

What is RSE?

The focus in primary school should be 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how 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

RSE is also learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education. It should foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experiences.

Teaching about families and relationships requires 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 and carers amongst other structures.)

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (PSHE Association, 2014).

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Why is sex and relationships education in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- **Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.**
- **Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.**
- **SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.**
- **Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.**

(PSHE Association, 2014).

UK Government Guidance

Sex education is compulsory from age 11 onwards. (All secondary schools must teach relationships and sex education) It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want (GOV.UK, 2018).

Following the 1993 Education Act, parents have the right to withdraw their children from lessons when Sex and Relationships Education are being taught. Due regard must be given to this when planning RSE lessons.

If parents wish to withdraw their child, then this must be done in contact with the class teacher and the Headteacher. Parents/carers at Usworth Colliery Primary School are encouraged to come into school to discuss their concerns before taking children out of school.

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

The National Curriculum

The national curriculum sets out the programmes of study for all subjects at all primary and secondary schools. All local-authority-maintained schools in England must teach these programmes of study.

The majority of this national curriculum was introduced in September 2014.

The National Curriculum states that as part of the PSHCE curriculum primary school pupils should:

In primary schools

- 3.2** The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:
- developing confidence and responsibility and making the most of pupils' abilities;
 - preparing to play an active role as citizens;
 - developing a healthier, safer lifestyle; and
 - developing good relationships and respecting differences between people.
- 3.3** At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:
- develop confidence in talking, listening and thinking about feelings and relationships;
 - are able to name parts of the body and describe how their bodies work;
 - can protect themselves and ask for help and support; and
 - are prepared for puberty.

In addition to this, the National Curriculum also states that as part of the Science curriculum primary pupils should:

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

DfE, 2000

The PSHCE Lead and the Headteacher will work closely with all members of staff to ensure that the full RSE program is delivered effectively to the correct age group and does not duplicate across subjects. They will also ensure a smooth transition between KS1 and KS2, and between KS2 and KS3 where necessary.

They will also ensure that staff who feel less comfortable with delivering certain subjects are supported by accessing the appropriate teaching resources and government guidance, as well as the School Nurse where appropriate.

The Role of Usworth Colliery Primary School

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in teaching RSE to reflect attitudes in the 21st century. Staff at Usworth Colliery Primary School will endeavour to support the personal and social development of the pupils, so that they are able to understand and accept changes that take place in themselves and those around them. Staff will also support pupils towards expressing themselves positively, so that they are able to enjoy relationships that are based on mutual respect and responsibility, free from abuse.

We aim:

- To follow and create a programme which caters for pupils' needs, and is sensitive to individuals and groups.

- To give children confidence in themselves so that they can accept individual differences.
- To give children understanding and knowledge of their own bodies, feelings and emotions.
- To give children the ability to accept their own and others' sexuality.
- To give the children the ability to express their sexuality in a positive way.
- To give the children confidence to take responsibility for their actions and well-being.
- To give the children confidence to enjoy relationships based on mutual respect and responsibility, free from any abuse.
- To make the children aware of the things which will help them lead a healthy life some of which might be out of their control at different times of their life (diet, stress).
- To help children gain inter-personal skills within families, friendship groups, and society in general.
- To provide a caring environment where a child has the confidence to communicate any unwanted invasions of body and body space.
- To make the children aware of sources of help, and to acquire the skills and confidence to use them.
- To use the NSPCC Pantosaurus guidance to teach all children to stay safe with regards to sexual abuse.
- To give the children a common language for all body parts.
- To give the children the confidence to accept change as a natural part of the life cycle.
- To make the children aware of the needs of the unborn and young baby.
- To help the children to understand the physical and emotional changes which occur throughout life: in Year 5 on the physical and emotional changes due to puberty and in Year 6 to know that a sperm can fertilise the egg to create a baby and to know the legal age of consent and what it means.

At Usworth Colliery Primary School, we follow the 'SCARF' scheme of work to deliver quality PSHCE coverage in line with new government initiatives. This is available throughout the school from Reception to Year 6 and parents can request to see the scheme of work at any time by contacting Mrs Swinburn or Mrs Forster.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for SRE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teachers at our school plan lessons carefully and often spend time considering what is appropriate and inappropriate. If needed, class teachers will seek support from the PSHCE lead and the Headteacher. Depending on the question asked, it may be answered whole class, small group or on a 1:1 basis with another member of staff present. Depending on the nature of the question, the class teacher may feel that it would be beneficial to let the parent/carer know so they can decide if and when they

discuss certain topics with their child. Teacher will always keep lines of communication open with parents/carers – our open-door policy encourages this.

Equality and Accessibility

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.
(DfE RSE Guidance 2019)

RSE must be made available to all pupils, particularly those with Special Education Needs and Disabilities (SEND) or English as an Additional Language (EAL).

RSE must be made available to those children with a religious background and a close relationship between the school and parents/carers and places of worship is paramount.

RSE must be taught so that children understand the importance of equality and respect for others. The DfE RSE Guidance, 2019 states that:

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

At Usworth Colliery Primary School we achieve all of the above through high quality teaching that is differentiated and personalised to our children.

In 2014, the Department for Education published a set of guidelines on promoting a set of 'British Values' in schools to ensure that pupils' would leave their education prepared for a life in modern Britain. It was agreed that these 4 values would be:

- Democracy,
- The rule of law,
- Individual liberty,
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We celebrate the LGBT community through 'Diversity Week' and through child-friendly and age appropriate stories as part of our PSHCE teaching. We also take part in Autism Awareness Weeks. The 'Thrive' and Friends Resilience' programs that we have adopted in school also support the teaching of the British Values.

The Role of Parents/Carers

Staff at UCPS are well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive, supportive relationship full of trust and mutual respect with the parents/carers of children at Usworth Colliery Primary School and operate an 'open-door' policy.

To uphold this ethos, we will:

- Upon request, share the RSE Policy and the SCARF scheme of work.
- Answer any questions that parents may have about RSE.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in school.
- Respect that parents have the right to withdraw their children from RSE (not included in the Science curriculum).
- Operate an 'open-door' policy which encourages parents and carers to come into school at any point to talk to the Headteacher and the class teacher (providing they are available).

Evaluating the policy

Responsibility for the process starts with the Headteacher, link governors and the PSHCE Lead and involves teaching staff, pupils and parents/carers where necessary.

Written by : Mrs Claire Swinburn

Agreed Date: September 2023

Implementation Date: September 2023

Review Date: Annually

Signed:.....
Head Teacher

Signed:
Chair of Governors

Date:

Date:

Sources used:

PSHE Association 2014

<https://www.pshe-association.org.uk/system/files/RSE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>

DfE RSE Guidance 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

DfE Statutory Requirements 2018

<https://www.gov.uk/national-curriculum/other-compulsory-subjects>

DfE National Curriculum, 2013

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

CORAM Life Education – SCARF, 2019

<https://www.coramlifeeducation.org.uk/scarf/>

DfE British Values and SMSC, 2014

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

DfE RSE Guidance 2021

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

NSPCC Pantosaurus

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>