



Amherst School (Academy) Trust

Relationships and Sex Education Policy

Policy Title	Relationships and Sex Education Policy (RSE)
---------------------	---

Policy Reference	Based on DfE guidance 2020
Function	For Information and Guidance
Status	Statutory
Audience	Parents, Governors, Headteacher, Teachers, Support Staff, the Department for Education
Ownership / Implementation	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
RSE coordinator	Patricia Jones
Review Frequency	3 yearly
Date Approved by Governing Body	Delegated to the Teaching and Learning Committee
Approved by Teaching & Learning Committee	May 2020 (comes into force Sept 2020)
Upload to Website	Yes
Date for Review	May 2023



Relationships and Sex Education Policy

Rationale

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.” (Secretary of state forward RSE guidance 2019)

“Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives and can also contribute to reducing teenage pregnancy” (National Children’s Bureau 2006).

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999).

Introduction

Relationships and Sex Education (RSE) is a key aspect of Personal, Social and Health Education at Amherst School. Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

The statutory guidance in The DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019) states that all schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order in their school. It recommends that this policy be tailored to the age and physical and emotional maturity of the pupils at the school. The Relationships and Sex Education provided at Amherst School will form a foundation for further work in secondary schools and form a part of the whole school PHSE scheme of work.

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

This policy presents clearly what the school is setting out to achieve in Relationships and Sex Education and how it proposes to go about it. It is a working document that was developed using current government statutory guidance, in consultation with the head and PHSE coordinator, governors and provides guidance for staff whilst informing parents and carers .



Amherst School (Academy) Trust

Relationships and Sex Education Policy

Desired Outcomes

The purpose of teaching RSE is to ensure that pupils learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Amherst School, we aim:

- for pupils feel informed about the emotional and physical changes of puberty and know how to seek support;
- to develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- for pupils to know who in school they can ask for help and support from if they have concerns about any aspect of their lives;
- to empower pupils to make responsible and well-informed choices about their education and future adult life;
- to promote the importance of self respect for their bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- to promote the importance of family life;
- to answer and discuss moral questions;
- to explore and discuss and answer relationship issues.
- for pupils feel better prepared for the opportunities, responsibilities and experiences of adult life
- for pupils to have the skills to avoid being pressured into risk-taking behaviours;
- for pupils to have an understanding of how the law applies to sexual behaviours.

The school will work towards these aims in partnership with parents and carers.

Delivering Relationships and Sex Education

RSE is taught through a developmental scheme of work to all pupils across Key Stage 2, and links to other aspects of PSHE education to fully equip the pupils with the skills and attitudes necessary for them to benefit effectively from sex and relationships education. Amherst school has written its own bespoke PHSE curriculum based around the six core values of: Trust, Kindness, Determination, Politeness, Fairness and Cooperation. The scheme of work has been written as a spiral curriculum (every topic taught and delivered to all year groups depending upon their age) and the RSE objectives form part of that curriculum. The school is supported by use of the PHSE association resources, SEAL (Social and Emotional Aspects of Learning) Program, Go Givers resources and BBC resources.

The BBC video (Focus on Growing Up) and worksheets will form the main teaching resources for the delivery of this topic in Years 5 and 6. Children are taught about puberty and changes to their body at the end of Year 5 and again at the end of Year 6. Human reproduction is taught to Year 6 pupils only. We also teach some RSE through Science where we feel that it contributes significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.



Amherst School (Academy) Trust

Relationships and Sex Education Policy

Most of the teaching of RSE will be done by the class teachers, as s/he will have established a positive working relationship with the pupils. The more discrete topic taught in Year 6 at the end of the Summer Term about Sex and Relationships will be taught in single sex groups with two adults present in each classroom. Teachers will respond sensitively to the children's questions and provide anonymous question boxes for the children to put in any questions they may have on the topic. The teachers will then make a carefully considered judgment about which questions are age appropriate to answer in school and reinforce with the children the importance of finding a trusted adult at home to talk to.

Positive Climate for Learning in all classrooms

Ground Rules:

- Teachers develop a set of ground rules to create a safe environment in which no one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils;
- Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions;
- Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support the teacher can refer him or her to the appropriate person such as the school counsellor, school nurse, helpline or an outside agency or service.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk to the pupil later and remind them of finding a trusted adult at home, if concerned that a pupil is at risk of sexual abuse, he or she will follow the school's child protection procedures.
- Children will be enabled to write anonymous questions to put in a box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Cross curricular links

All curriculum areas make a contribution to RSE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships



Amherst School (Academy) Trust

Relationships and Sex Education Policy

Parents and Relationships and Sex Education

We appreciate the sensitivity and concerns some parents may feel towards RSE and therefore, we invite parents to view the materials we use in school prior to the delivery with the pupils. We believe that for the pupils to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- inform parents/carers about the school's RSE policy and practice;
- answer any questions that parents/carers may have about RSE of their child;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- offer opportunities for parents/carers to give feedback on the RSE curriculum and delivery
- inform parents/ carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents/carers give to pupils at home.

Parents/carers have the right to withdraw their children from that part of the RSE programme that is delivered through PSHE (though not from those elements taught through Science).

Parents/carers who wish to withdraw their children from any aspect of RSE programme should meet with the Headteacher to discuss their concerns. Should, after discussion, parent/carers still wish to withdraw their child, they must submit a letter in writing prior to the commencement of the RSE programme. The school will seek to address any parental concern sensitively making every effort to meet the needs of their request to speak to a staff member of a specific gender. A formal request to withdraw a pupil from the RSE programme by their parents will be respected by the school.

Differentiation and Additional Educational Needs

The school will ensure that pupils with Special Educational Needs (SEN) receive relationships and sex education. However, we recognise that all pupils will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Relationships and sex education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents of children with SEN may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may need to be more explicit and plan work in different ways and using different resources in order to meet the individual needs of children with SEN or learning difficulties. The school will take care not to marginalise relationship and sex education. Teaching points will be conveyed using language that is accessible to the pupils.

Entitlement and Equality of Opportunity

Amherst School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural



Amherst School (Academy) Trust

Relationships and Sex Education Policy

differences should also be respected. All pupils, regardless of their developing sexuality, are entitled to an RSE Curriculum that is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE that they receive at school will be the main education they receive.

The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction.

Other elements of PSHE, including RSE, are non-statutory, but ensure pupils explore the skills, values and attitudes that are essential to lead a positive and healthy lifestyle.

Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and the responsibility for one's own actions.

Confidentiality:

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/activity arise, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. The teacher or teachers will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the Policy for Child Protection will be followed.

Monitoring and Review:

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

Any findings and recommendations will be submitted to the Governors of Amherst School Academy Trust, as necessary, to update this policy statement.