

Rushbrook Primary Academy

Policy name: Relationships and Sex Education



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A member of Bright Futures Educational Trust



Date: September 2021
Viewed/agreed by Governors November 2021

Next Review: July 2022

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1. Introduction

This policy has been developed in accordance with the following documentation

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education updated guidance 2021
- Equality Act 2010
- PSHE Association: We've got it covered... Mapping the PSHE Association Programme of Study to the new statutory guidance on health education and relationships education/RSE (Feb 2019) • NSPCC document: Relationships, health and sex education statutory guidance: CASPAR briefing 2019
- Brook/PSHE Association/Sex Ed Forum document:-Sex and Relationships Education (SRE) for the 21st Century, March 2014
- Rochdale LA guidance for writing an SRE policy from 'Talking SRE'.

2. Information about school.

Rushbrook Primary Academy values academic success and extra – curricular achievement equally. The school's holistic approach to education allows each individual to fulfil their potential and to develop skills and qualities to enter senior education and later the adult world with confidence.

Opportunities for the children's spiritual development will be provided across many areas of the curriculum.

We seek to promote positive self-esteem for all pupils and the development of a caring attitude towards others. We have high expectations of children in both their work and behaviour.

We believe that a welcoming and well-ordered environment is the best place to nurture secure and happy learners.

We place importance upon the partnership established between home, school and the wider community.

3. Context of Sex Education within the PSHE curriculum.

From September 2020 it will be compulsory for all schools to teach Health Education.

We want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

We promote Relationships Education at Rushbrook, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

There is no right to withdraw from Relationships Education at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. *(Information from the Department for Education about the introduction of compulsory relationships education and RSE from September 2020. Published 5 April 2019 Last updated 2020. Department for Education)*

The Sex Education elements are taken directly from the compulsory Science National Curriculum.

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

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We believe that pupils have an entitlement to learn about RSE as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity.

Our aim is to:

- Provide an effective RSE programme which meets the needs of all our pupils;
- Provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality.

4. Organisation and planning.

- The named governor is Sharon Egan.
- The teachers with responsibility for RSE are Louise Shuttleworth and Shelmai Ly.
- All teachers are involved in delivering age and stage appropriate RSE to the Key Stage in which they are working.

Teaching methods and approaches

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, circle time, group work, drama and role play. Assessment is planned as an integral part of teaching and learning. It is active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning.

In general, pupils will be taught in their normal mixed gender classes, although on occasion, activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

Staff training

We actively encourage staff training through our ongoing programme of continuous professional development for all areas of PSHE to ensure that teachers are confident and skilled in the effective delivery of RSE.

Using outside speakers

We believe that the class teacher is the most appropriate person to deliver the RSE programme. However, staff will work closely with the School Health Team who support the delivery of the programme. The School Health Team is fully aware of and involved in the development of the RSE programme, its aims and objectives.

Content and organisation of SRE

The biological elements of RSE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all pupils. However, parents have the right to withdraw their pupil from the non-statutory elements of RSE. We do encourage parents to meet with staff to discuss any concerns and for further information on lesson content.

Different types of relationships are taught as part of LBTQI+ (lesbian, gay, bi, trans, queer, questioning and ace). This work is always done in a respectful and age-appropriate way. We promote the Stonewall theme 'Different Families, Same Love' message and displays around our school showcase our work.

RSE is broken down into year-by-year expectations – see our overview for PSHE and RSE

5. Legal aspects relating to RSE and cross referencing to other policies

The biological elements of RSE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all pupils.

In our school:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned
- We ensure that pupils with special needs and learning difficulties are properly included in RSE.

Our policy complies with the 2010 equality duty.

The Equality Act 2010 has three main aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristics and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Specific duties will require schools to:-

- a) publish information to demonstrate how they comply
- b) prepare and publish equality objectives

Other school policies which this policy may be cross referenced to:-

- PSHE
- Confidentiality
- Safeguarding/Child protection
- Keeping Children Safe in Education (KCSIE 2020)
- Anti-bullying
- Teaching and learning

6. Creating a safe environment for teaching and learning

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupil's questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature.

In line with the school's policy for Safeguarding and Child Protection, Rushbrook Primary Academy is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil. We implement a whole school approach to managing safeguarding concerns and ensure that the well-being of pupils is at the forefront of all actions taken. In addition, Rushbrook Primary Academy staff have all received training and guidance on 'Keeping Children Safe in Education 2020' which details guidance on the implementation of the RSE curriculum and the impact of Covid-19 on the mental health and wellbeing of children.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances certain questions will require parental involvement.

7. Inclusion

We ensure that our Relationships Education and Health Education is accessible for all our pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice. We endeavour to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching we ensure that teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

8. Working with parents or careers

We as a school will work closely with parents and carers to raise the awareness of the breadth of RSE, how and when it is taught in school. A summary of the RSE programme is available on the school website and we are happy to discuss planning and lesson content with parents.

We acknowledge the right of parents/carers to withdraw their pupil from those aspects of the RSE programme not included in the National Curriculum science. We encourage all parents who have concerns to discuss these with the Headteacher / Deputy Head / PSHE Co-ordinator.

9. Monitoring and Evaluation

The school is committed to delivering effective RSE for its pupils and recognises the value and importance of monitoring and evaluating the provision of RSE and the way in which all individuals are supported. The school has established an on-going process of monitoring the RSE programme through the work of the PSHE Co-ordinator, which includes lesson observation, and teacher, pupil, parent or carer feedback. The PSHE co-ordinator reports findings to the Governing Body on an annual basis in order to inform future planning.

This policy will be reviewed on a two-yearly basis and amended according to DFE and LA guidance.

10. Consultation and disseminating the policy.

All stakeholders are asked to contribute to the policy development.

All staff members and governors are able to access this policy via the website and school R drive.

The policy can be read and discussed with all stakeholders.

The policy and overview of teaching is included on the website for parents and carers.

Copies of the policy and overviews are also available free of charge from the school office on request.

The sequencing of the RSE curriculum is done in consultation with the DSN.

Summary of Relationships education as advocated by the PSHE Association

KS1: Relationships

R2. To recognise that their behaviour can affect other people

R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

R7. To offer constructive support and feedback to others

R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

KS2: Relationships

R1. To recognise and respond appropriately to a wider range of feelings in others

R6. That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R11. To work collaboratively towards shared goals

R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R15. To recognise and manage 'dares'

R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation

R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

Signed:

Matt Carroll (headteacher)

Date: September 2021

Agreed by the Governing Body: 2nd November 2021

Review Date: July 2022

Updated: September 2021

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