

Sex and Relationships Policy Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy statement

At Wantage Primary Academy we believe that Sex and Relationships Education (RSE) contributes to moral and emotional development and to living a healthy lifestyle by keeping themselves and others safe. Through RSE pupils learn about effective and fulfilling relationships and learn to respect differences; to develop self-esteem, confidence, independence and responsibility. RSE does not promote any one form of relationship, but ensures there is no stigmatism of children based on their home circumstances. The school's approach to RSE will be balanced and take account of and be sensitive to, different viewpoints, but will not be based on personal bias.

RSE is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of RSE is age appropriate, reflects their expectations and complements teaching at home. We also consult with the wider community to ensure that our policy reflects their wishes. It is based on the New Schools Network model. Parents/carers will be informed about the teaching of RSE before lessons are delivered so that they can decide whether or not to withdraw their child.

This policy follows statutory guidance and makes reference to The National Healthy School Standard (NHSS) 1999, the Education Act 1996: section 403 and Social Inclusion: Pupil Support Circular 10/99. Our policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality RSE, so they can make wise and informed choices. This policy is linked to our Equality and Curriculum Policies.

What is RSE?

Sex and Relationship Education (RSE) is a programme of study which is age and circumstance appropriate, set within a clear morals and values framework based on the following principles:

- the value of loving and stable relationships;
- respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and view;
- the development of relationships, including sexual relationships, based on mutual consent, rather than coercion;
- the right not to be abused by other people or to be taken advantage of;
- the right of people to follow their own sexuality, within legal parameters.

Aims:

- to provide balanced schemes of work within our PSHE programme that take into account the wishes of our parent body and those of our community;
- to teach age and circumstance appropriate RSE topics;
- to inform parents of the content and timing of RSE teaching;
- to provide parents with the choice to withdraw their child from RSE lessons on request;
- to support our teachers in delivering RSE lessons;
- to regularly review our RSE teaching and content.

Equal opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes: e.g. by inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these: e.g. single parent families, same sex parents/carers, etc.

Parent/carer choice

We will ensure that:

- parents/carers are given an opportunity to view video materials, discuss their responses and make comments. These comments, either written or verbal, are presented to the Multi-Academy Trust each year;
- parents know they have the legal right to withdraw their children from non-statutory RSE lessons (see statutory requirements on our curriculum page)
- parents/carers with concerns about the RSE provision, are welcome to discuss with the Principal, who will take time to address their concerns and allay any fears they may have;
- we will work any parents/carers who decide to withdraw their child from RSE education to explore possible alternative provision;
- the school always complies with the wishes of the parent in this regard.

Responsibilities

The Multi-Academy Trust will:

- ensure that parents are consulted and local community views and wishes are identified and reflected in this policy;
- nominate a board member to work with the Principal to construct school policy.

The Principal will ensure that:

- the Multi-Academy Trust is advised about the nature and organisation of RSE within the curriculum;
- RSE is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage;
- staff receive training, support and resources for the delivery of this part of the curriculum;
- pupils are protected from inappropriate teaching materials;
- a scheme of work is agreed and implemented;
- parents are informed about the programme before RSE lessons are delivered;
- provision is monitored and evaluated.

Staff who teach sex and relationships education are expected to:

- provide RSE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life;
- participate in training to provide RSE in line with the school curriculum policy;
- implement the agreed scheme of work;
- draw to the attention of the Principal any materials which they consider to be inappropriate;
- respond sensitively and appropriately to those pupils whose parents wish them to be withdrawn from RSE.

When will RSE be taught?

The objectives of the RSE Curriculum will be taught in designated lessons within our PSHCE programme. Specific content on puberty will be taught in Year 5 and revisited in Year 6 in addition to a RSE unit of work each year. Please see overviews for full content in specific year groups.

How will RSE be taught?

We use Jigsaw PHSCE materials to support our teaching of RSE.

Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language;
- the asking and answering of personal questions;
- strategies for checking or accessing information.

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged.

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, and film to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Should a teacher be absent RSE lessons would not be taught by a short term supply teacher.

In our planning for RSE lessons we will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- we will not promote one particular lifestyle over another;
- we will not seek to gain consensus, but will accept and celebrate difference;
- we will encourage respect and discourage abuse and exploitation;
- we will not ask children to represent the views of a particular religious or cultural group to their peers.

Resources

We will use Jigsaw resources when planning and delivering the RSE Curriculum and liaise with our LA regarding their recommendations. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and film, before using them. We will select resources which:

- are consistent with the Curriculum for RSE;
- relate to the aims and objectives of this policy;
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children;
- appeal to adults and children;
- are up-to-date in factual content;
- are produced by a reputable organisation;

- do not show unfair bias e.g. towards a commercial product;
- avoid racial, gender and sexual stereotyping;
- encourage active and participative learning;
- conform to the legal requirements for RSE.

Safeguarding and child protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Evaluation and monitoring

As part of the ongoing review of the policy, the Principal will provide a report to the Multi-academy Trust on the implementation of the RSE programme once each year, together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on RSE. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report. Changes to this policy will be made with the approval of the Director of Education of the Multi-Academy Trust.

Policy review information

This policy will be reviewed every three years.

Key review dates	By whom	Changes made
23/04/23	L Perring	