

**Relationships, Health**

**and**

**Sex Education**

**Policy and Procedures**

**The Valiant School**

Please note this is a draft policy based on consultation that has taken place at one of the partner schools.

**Approval and Review**

| Committee to Approve Policy |  |
| --- | --- |
| Date of Management Committee Approval |  |
| Chair of Management Committee |  |
| Signature |  |
| Policy Review Period |  |
| Date of Policy Review |  |

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# 1. Aims

The aims of relationships and sex education (RSE) at our school 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.

The school will consider how best to deliver its RSE curriculum taking into account the needs of the pupils who are placed with us so that all essential areas are covered, taking into account any overlap with mainstream schools where a pupil is dual registered.

# 2. Statutory Requirements

As an alternative provision independent school, we are required to provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

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.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

The school will teach RSE as set out in this policy.

# 3. Policy Development

This policy has been developed in consultation with staff, pupils and parents at one of the partner schools. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

1. Parent/stakeholder consultation – parents and carers and any interested parties were invited to attend a meeting about the policy.

1. Pupil consultation – we investigated what exactly pupils want from their RSE.

1. Ratification – the policy was approved by the Management Committee.

# 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

# 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education is not compulsory in primary schools, it is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils. If your school decides to cover this, please include the following statement which you can add or adapt according to your pupils’ needs:

Primary sex education will focus on:

* Preparing boys and girls for the changes that adolescence brings.
* How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

# 6. Delivery of RSE

RSE is taught within the personal, social, health education curriculum (PSHE). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education 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

The school follows the National Curriculum for PSHE and science that include the age appropriate objectives for sex education.

For more information about our RSE curriculum, see Appendices 1 and 2.

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 and 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).

# 7. Roles and Responsibilities

### 7.1 Governance

The Management Committee will approve the RSE policy, and hold the Headteacher/Head of School to account for its implementation.

### 7.2 The Headteacher/Head of School

The Headteacher/Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 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] 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 Headteacher.

### 7.4 Pupils

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

# 8. Parents’ and Carers’ Right to Withdraw

Parents and carers do not have the right to withdraw their children from relationships and health education.

Parents and carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

# 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

# 10. Monitoring Arrangements

The delivery of RSE is monitored by the Headteacher. The nominated member of the Management Committee will also monitor how PSHE is taught within the school. This wlll be achieved in a number of ways including

* Learning walks
* Lesson observations
* Work scrutiny
* Pupil conversations
* Professional discussions.

Pupils’ development in RSE is monitored by staff as part of our internal assessment systems.

This policy will be reviewed annually by the headteacher and approved by the Management Committee.

Signed by…………………………………………………….. Date…………. Chair, Management Committee Signed by Date:

# APPENDIX 1: Curriculum Map

Relationships and Sex Education Curriculum Map:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Year group | Terms | Topic / theme | Specific resources/ visitors |
| --- | --- | --- | --- |
| EYFS & KS1 |  | Relationships Family and close positive relationships   * Different roles of people in our lives * How to identify who cares and how to show that * Different types of families * Common features and differences within family life   Friendships   * What a good friendship looks like * Working and playing cooperatively * How to listen properly to peers * Resolving problems   Uncomfortable physical contact   * Consent to touch * How to respond if they are feeling uncomfortable * Who to talk to if they don’t feel safe * Peer pressure * The difference between secrets and surprises * When and who to tell if you are feeling pressured.   Culture and diversity across people   * Differences between people   Elements of the statutory science curriculum which may cross into RSE   * Naming parts of the body * Correct anatomical terms for the body including external genitalia * Growth of humans * Growing into an adult with reference to baby, toddler, child, teenager and adult |  |
| Key stage 2 |  | Relationships Family and close positive relationships   * Recognising different type of relationships * Marriage and how non-consensual marriage is illegal * Positive features of family life * Different family structures   Friendships   * Positive friendship building * Positive health friendships and what that involves * Changing friendships * Resolving disputes * Friendships that make you feel uncomfortable and what to do about them   Physical contact   * Acceptable and unacceptable physical contact * Consensual touch   Peer pressure   * Recognising pressure that is inappropriate * Confidentiality and when that is acceptable and unacceptable   Culture and diversity   * Respecting differences and responding respectfully * Discussions and debating topical issues   Elements of the statutory science curriculum which may cross into RSE Year 5 and 6 only   * Growth of humans * Changes experienced in puberty * Development of humans and evolution * Menstruation   Elements of non-statutory curriculum which may be taught to selected Year 5 and 6 pupils if it is deemed appropriate by school staff   * Sexual intercourse Conception and the prevention of conception Risks of social media and youth produced sexual imagery (sexting) |  |

# APPENDIX 2: By the End of Primary School Pupils Should Know:

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
|  Families and people who care about 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 others’ 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 are 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 cyberbullying), 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. |

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
|  Online Relationships | * That people sometimes behave differently online, including by pretending to be someone they are not. * That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are 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 have 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 is 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 or unsafe physical, and other, contact. * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard. * How to report concerns or abuse, and the vocabulary and confidence needed to do so. * Where to get advice e.g. family, school and/or other sources. |

# Appendix 3: Parent(s)/Carer(s) Form: Withdrawal from Sex Education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
| --- | --- | --- | --- |
| Name of Child |  | Class/Group |  |
| Name of  Parent/Carer |  | Date |  |
| Reason for withdrawing from sex education within relationships and sex education | | | |
|          | | | |
| Any other information you would like the school to consider | | | |
|        | | | |
| Parent/Carer Signature |  | | |

| TO BE COMPLETED BY THE SCHOOL | |
| --- | --- |
| Agreed Actions from Discussion with Parents/ Carers |                      |