



# Kings Avenue Primary School Relationships & Sex Education Policy

<u>Updated On</u>	<u>Changes Made/Notes</u>
May 2019	Updated & Reviewed
November 2023	Updated & Reviewed

Signed:  
(Chair of Governors)

## **STATUTORY REQUIREMENTS**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Kings Avenue Primary School we teach RSE as set out in this policy.

This policy has been developed through a consultation process with staff, parents, pupils and the Health Education Link Service. The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Relationship and Sex Education and the pupils receive their educational entitlement.

The teaching of Relationship and Sex Education at **Kings Avenue School** is an important aspect of pupils' education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. RSE includes planned opportunities to support the development of their self-confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support their need to grow.

## **THE MORALS AND VALUES FRAMEWORK**

Relationship and Sex Education is to be taught within a moral framework, respecting the cultural diversity of our school community and that of the wider community. Children will learn about moral values through all aspects of school life and all curriculum areas, not just Relationship and Sex Education.

Relationship and Sex Education, taught within a framework which gives due regard to moral considerations and the value of family life, will:

- Take account of pupils' levels of knowledge and awareness of the issues being addressed.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adulthood.
- Develop pupil's self respect through the promotion of self-esteem, acknowledging the value of each individual pupil.
- Reflect an understanding of the range of family groups that children live in.
- Develop respect and sensitivity to others through knowledge of difference.

At Kings Avenue we encourage and support pupils to:

- Take responsibility for their action and the consequences of actions.
- Develop positive relationships with other pupils and adults within the school community.
- Raise any issues that they may have about growing up.

## **AIMS OF THE RELATIONSHIP AND SEX EDUCATION PROGRAMME**

- To acknowledge and compliment the role of parents as key educators and to liaise with, and work in partnership with them.
- To enable children to develop feelings of self-respect, self-esteem self-confidence, sympathy and empathy.
- To provide clear and accurate information about the development of the human body in an open and frank way, gradually increasing age appropriate detail.
- To generate an atmosphere in which pupils can ask questions and discuss matters without embarrassment, knowing that they will be answered at a level appropriate to their development and understanding, and sensitive to the needs of everyone.

- To counteract misleading myths gained from the playground, peers, adults or media.
- To promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To develop an understanding of other's beliefs, needs and feelings.
- To develop skills that will enable them to make informed choices both now and in the future.
- To provide information on agencies that can provide support on health-related issues.

We teach children:

- The physical development of their bodies as they grow into adults
- The correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- To understand and respect differences and similarities between boys and girls
- To respect their own bodies
- To understand why hygiene is important
- To identify positive things about themselves and their achievements
- The importance of loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To recognise and challenge gender stereotypes
- The importance of family life and to recognise that families are different and to challenge stereotypes about families
- Moral questions
- To understand what makes a positive relationship
- To be able to use basic techniques to resist pressure
- Respect for the views of other people
- To help young people understand they have rights and should have control over who touches their body and to increase communication skills about such matters.
- To be able to demonstrate simple decision-making strategies
- How does a baby start?

## **ORGANISATION AND TEACHING**

Children are taught by their own class teachers, school support staff, or by invited external agencies. All staff are committed to delivering the programme and, if external agencies are used, pupils will be adequately prepared.

As with all purposeful teaching, a balanced range of methods is employed, but with the emphasis on active learning methods which involve the children's full participation. Approaches will vary with the materials to be used and the objectives of the lessons but will generally be pupil centred, interactive and involve discussion and group work.

Teaching can be in both single gender and mixed gender groups as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst promoting a positive attitude to equal opportunities, anti-sexism and gender issues. Provision is made available for single sex groups as appropriate, relevant or requested. There will be sensitivity to individual's special needs, ensuring that resources used will enable equal access to all.

RSE is taught through different aspects of the curriculum. While we carry out the main teaching in our personal, social and health education (PSHE) curriculum, some elements will be explored through the Religious Education Policy and during Assembly time.

Pupils are taught RSE as part of the **statutory National Curriculum for Science** as outlined below:  
Pupils should be taught to:

### **Key Stage 1**

- learn names of main body parts and senses
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key Stage 2**

- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

The RSE scheme of work has been developed to meet the needs of pupils through a needs assessment process. Lessons and resources have been taken from the Young London Matters RSE Core Curriculum for London: A Practical Resource.

### **WORKING WITH PARENTS**

The school recognise that the primary role in children's Relationships and Sex Education lies with the parents and carers

The school is committed to working with parents and carers and to building a positive, supportive relationship.

Parents and carers will be informed before the Relationship and Sex schemes are delivered to children and the teaching materials and resources used are available for parents to view upon request to the PSHE Coordinator.

### **PARENTS' RIGHT TO WITHDRAW**

Parents/carers have the right to withdraw their child from some, or all, RSE lessons, but not statutory science lessons.

Pupils cannot be withdrawn from any teaching which is part of the National Curriculum for science (outlined above).

### **CONFIDENTIALITY AND SAFEGUARDING**

Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of 'Ground Rules' in RSE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

Due to the guidelines in the school's Safeguarding Policy, teachers cannot offer or guarantee absolute confidentiality:

*Teachers need to be aware that effective RSE, which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a safeguarding issue. Pupils need to be reassured that their best interests will be maintained. This could lead to safeguarding action.*

Teachers should consult with the school's designated Safeguarding Lead for advice on all Safeguarding matters.

All outside agencies working in school to support the RSE programme will adhere to all relevant school policies.

### **RESPONSIBILITIES OF PUPILS**

Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. Some pupils use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of bullying through the school's behaviour policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

### **EVALUATION**

Elements of the RSE programme in the Science National Curriculum are assessed formally. Teachers also undertake a variety of informal evaluations of their lessons and the children's response to them. The PSHE Co-ordinator evaluates the programme and its contents annually and reviews and amends as necessary.

### **RESPONSIBILITIES OF STAFF AND GOVERNORS**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

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

Staff are responsible for: Delivering R(S)E in a sensitive way Modelling positive attitudes to RSE Responding to the needs of individual pupils Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory and non-science 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 subject lead, phase leader and/or head teacher. The Subject Leader for PSHE is responsible for writing and updating the RSE policy and monitoring the development of the subject throughout the school. They should guide and support teachers in the teaching of this subject.

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

**PARENTS' RIGHT TO WITHDRAW** Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory and non-science 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.

**TRAINING** Staff are trained to follow the terms and ethos of this policy. RSE 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 where necessary.