



Seamer and Irton CP School Relationships and Sex Education Policy



Policy name	Relationships and Sex Education (RSE) Policy
Frequency of review	Annual
Governor lead	Sarah Moseley
Lead member of staff	Neisha Morris
Reviewed on	May 2024
Reviewed by	Governing Board
Next review	May 2025

Introduction

This policy takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DFE in 2019. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

Policy Aims and Objectives

RSE explores “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.” Within the RSE curriculum at Seamer and Irton CP School, some aspects are taught as part of the PSHE curriculum, some aspects are taught in Science and some aspects are taught as stand-alone sex education lessons. This policy aims to share how Seamer and Irton CP School teaches all aspects of RSE.

Relationship Education

The children at Seamer and Irton CP School will be taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with children and other adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who can support them. From the beginning of Reception class, building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of pupil privacy. We teach children about establishing space and boundaries, showing respect and understanding the differences between appropriate or inappropriate or unsafe physical, and other, contact.

Relationship education is taught as part of our PSHE curriculum. At Seamer and Irton CP School we use the Kapow Scheme of Work which supports staff in delivering age appropriate relationship education. RSE is underpinned by 3 strands: Family and Relationships; Health and Wellbeing; and Safety and the Changing Body.

RSE within Science

Certain aspect of RSE are taught within our Science curriculum. Children are taught about lifecycles and similarities and differences in the Early Years. As the children go through school, they learn

about reproductive processes including plants and animals. Children also learn about the different stages of human growth, including puberty in KS2.

Resources

Alongside the Kapow Scheme of Work, the school uses the **Busy Bodies Adolescent Development Programme** which provides information on the physical and emotional changes that children may experience during puberty, to reassure them that puberty is a normal part of growing up.

The programme includes an animated child-friendly series of videos which may be accessed by parents online.

<https://www.youtube.com/playlist?list=PLltgannkj2UG1oLFaDGQsaCfUboF17aH2>

The input is phased across years 5 and 6 in the following way:

Y5

Children see the following sections:

1. Introduction
2. What happens during puberty?
3. How boys' bodies grow and develop during puberty.
4. How girls' bodies grow and develop, including menstruation.

Y6

Children will revisit the Y5 content and then see the following sections:

5. How babies are made.
6. Enjoying growing up.

These are viewed during PHSE and science sessions with the class teacher.

All children will also be taught how to recognise and report abuse as well as about the importance of consent.

Sex Education

Sex Education is taught as a discrete stand-alone strand of RSE. These specific lessons will be taught to Year Six. The lessons will be taught using the "Busy bodies" (see Appendix 2) support videos and material. They will be delivered by a teacher

Right of Withdrawal

At Seamer and Irton CP Primary School we will inform parents when the Sex Education lessons are taught and will provide an opportunity for parents to view the videos and support materials used in class.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with teachers and the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses.

Organisation and Delivery of RSE Programme

The PSHE subject leader and Head teacher are responsible for the organisation of RSE at Seamer and Irton CP Primary School.

Equal Opportunities

The RSE programme will be delivered in accordance with the school's Inclusion Policy, Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. Pupils will be taught at an age-appropriate level, that the term 'relationship' may refer to two people of the same or different, gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Resources and methods of teaching will be in line with the strategies set out in this policy.

Pupils with Special Educational Needs

Relationship education, RSE and Health education must be accessible for **all** pupils at Seamer and Irton CP School. Some content of the RSE programme may need to be adapted to meet the specific needs of children at different developmental stages. School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work, so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail, appropriate to the child's age and stage of development. Children are also given the opportunity to ask questions and share their worries anonymously using the class worry box.

Teachers will use their professional judgement and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, staff will follow the school's safeguarding procedures.

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the Head teacher, lead governor, and PSHE subject leader.

The school will assess the effectiveness of the aims, content teaching and learning in RSE by lesson observations, pupil voice and book scrutiny.