



## Relationships and Sex Education Policy

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We work together to nurture an inclusive family of hard-working, respectful individuals who have a lifelong love of learning.

*“Life in all its fullness” (John 10:10)*

*Everything we do is rooted in our belief that all human beings are loved and cared for by God*

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# What is Relationships and Sex Education (RSE)?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

**Our aim at Embsay School is to teach RSE in accordance with our mission statement with its focus on nurturing an inclusive family of individuals, all of whom are entitled to life in all its fullness.**

At Embsay School all children will experience a planned programme of relationships and sex education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

## We seek to:

- reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others
- foster the ability to manage relationships in a responsible and healthy manner
- promote the value of loving relationships and of family life
- recognise that marriage is an important, but not exclusive, context for family life
- provide knowledge of human reproductive processes
- inform children on matters of personal hygiene and related health issues
- encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour
- educate against discrimination and prejudice
- encourage children to make informed choices about their developing sexuality

When teaching relationships and sex education we take into account of the principles of high quality RSE in all schools – including those with a religious character – which are set out below as stated by the Sex Education Forum and established through evidence based practice:

[https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/A4%20RSE%20POSTER%20SCHOOLS%202017\\_0.pdf](https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/A4%20RSE%20POSTER%20SCHOOLS%202017_0.pdf)

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

## Roles and Responsibilities

### The Governing Body

The Governing Body has the responsibility to:

- ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science, computing and other curriculum areas such as PSHE
- ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) by ensuring the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities
- consider how pupils, in accordance with the statutory guidance 'Keeping children safe in education' 2018, may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and through RSE
- consult with parents on the determination of the school's Relationships and Sex Education policy and ensure that it is available to parents/carers and that they know of their right to withdraw their children
- implement the Relationships and Sex Education Policy through the Headteacher
- include a summary of the content and organisation of sex education in the School Prospectus

### The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- work with governors to ensure compliance with the statutory guidance including how to implement the 2020 Statutory Guidance
- liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum
- keep the governing body fully informed of provision, issues and progress around RSE issues
- act upon any concerns which may arise from pupil's disclosure during RSE sessions
- monitor staff training requirements in relation to effective teaching and learning of RSE
- ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum

## The PSHE Co-ordinator

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, their responsibilities are to:

- ensure the implementation and quality of long term and medium term RSE schemes of work
- ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- consult with pupils to inform provision around RSE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- access appropriate training
- monitor and advise on RSE organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included
- liaise with any service provision to support aspects of sexual health
- co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum

## Parents / Carers

We aim to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carers has any concerns about the RSE provision then time will be taken to address their concerns. Families can be invited to review any resources and should contact the Headteacher with any queries or concerns.

### Parents' right of withdrawal

Parents do not have the right to withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Parents do have a legal right to withdraw their children from dedicated 'sex education' lessons. If parents do not want their child to take part in some or all of the lessons on Sex Education, they can ask that they are withdrawn. If a parent wishes to withdraw their child they are asked to contact the

headteacher to discuss the request with the parents so as to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept of these discussions. If a child is withdrawn they will be provided with alternative work for the duration of the lessons - they should not be removed from school. Consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal. Once a child has been withdrawn, they cannot take part in these lessons until the request has been removed.

Parents do not have a right to withdraw their child from aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

## Equal Opportunities

All Embsay School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex education resources and teaching methods

## Organisation of School Relationships and Sex Education

### Who will teach it?

All class teachers will teach relationships and sex education as part of the science, computing and PSHE curriculum. Specific sessions will take place in Year 5 on physical changes, and in Year 6 on conception and birth. Parents will be notified prior to these specific sessions taking place.

### Embsay School Relationships and Sex Education Programme

Relationships and sex education is delivered within the science curriculum, the computing curriculum and the four broad themes within PSHE.

In the Early Years Foundation Stage Relationships Education is delivered through the 'Personal, Social and Emotional Development' area of learning. This is divided into 3 aspects – 'Self-confidence and self-awareness', 'Managing feelings and behaviour' and 'Making relationships'. Positive experiences are built through daily opportunities to share, discuss and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group as well as during whole school activities.

Within the science curriculum, the children should:

Key Stage 1:

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- recognise the main external parts of their bodies

- know that humans and animals can produce offspring which grow into adults
- recognise the similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction
- know about the main stages of the human life cycle

\*Parents should be aware that children cannot be withdrawn from these science lessons.

Within the computing curriculum, the children should:

Key Stage 1:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Key Stage 2:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Embsay School bases its PSHE on the North Yorkshire PSHE entitlement framework (updated December 2018). It sets out five themes:

- Me and My Relationships
- Keeping Myself Safe
- My Healthy Lifestyle
- Me and My Future
- Becoming an active citizen

Through relationships and sex education, the children should:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty

Further details can be found on the school's website:

[PSHE | Embsay CE Primary School](#)

## Dealing with sensitive issues

Governors and teachers are in agreement that staff should answer children's questions relating to relationships and sex education in an open and factual way taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The governors expect staff to



use their professional judgement and discretion when faced with or answering questions which they deem to be of a sensitive nature.

The following ground rules have been established

- Teachers should not enter into discussions about personal issues and lifestyles
- No one (child or adult) has to answer a personal question
- Nobody is forced to take part in a discussion
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts
- Meanings of words are explained in a sensible and factual way

## Inclusion

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*'Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.'* DfES SRE Guidance June 2020

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Young people may have varying needs regarding RSE depending on their circumstances and background. Embsay School strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, our school's approach to RSE will take account of:

- **The needs of all children of whatever gender.** We will consider the particular needs of boys and girls and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Varying home backgrounds.** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- **Sexuality.** According to national statistics, on average, about 5% of our pupils will go on to define themselves as Lesbian, gay, bi-sexual or transgender (LGBT). Children may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.
- **Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.



- **The teaching programme for Relationship and Sex Education.** We intend that all pupils shall experience a programme of relationships and sex education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development needs.
- **Pupils who use alternative methods of communication.** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of relationship and sex education to ensure that these pupils have equal access. (For example, writing with symbols or use of a computer programme which includes 'private' body parts).
- **Pupils with profound and multiple learning difficulties are not excluded from the programme.** Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.
- **Pupils with autism will require individual teaching to meet their specific needs.** RSE may be included in a TEACHH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

## Monitoring and Evaluation

The school's PSHE co-ordinator will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

## Safeguarding and Confidentiality

To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior

member of staff, with designated responsibility for Child Protection. The Designated Safeguarding Lead will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

## Review

Staff and governors review the Relationships and Sex Education policy every three years. Parents are invited to comment at each review of the policy.

## Publication

The policy is available on the school website and also links to the following policies:

- Child Protection Policy
- Anti-bullying Policy
- On-line Safety Policy
- Learning and Teaching Policy
- Single Equality Scheme

[School Policies | Embsay CE Primary School](#)