



St Hilda's CE VC Primary School

RSE Policy

Policy Review Timescales:	Yearly
Review Body:	Governing Body
Last updated:	April 2023
Review date:	April 2024

The Government have announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020.

Reference to legislation and schools responsibilities:

DfE: 'all young people are taught to stay safe and are prepared for life in modern Britain...enable schools to effectively address issues such as internet safety and unhealthy relationships and ensure pupils are taught in an age-appropriate way about respectful and healthy relationships, including friendships and family relationships. As a result, we expect pupils at primary and secondary schools to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781029/Updated_impact_assessment_-_Relationships_Education_and_Relationships_and_Sex_Education.pdf

This policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000
<https://www.gov.uk/government/publications/sex-and-relationship-education>

Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century' (March 2014);
<http://www.brook.org.uk/index.php/information/sresupplementaryadvice>

Consultation

Staff, parents and Governors were involved in the production of this policy. This policy will be reviewed again annually.

References to related school policies:

This policy links to: Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk), Confidentiality Policy, Anti-bullying policy, PSHE Policy, Online safety policy, Inclusion Policy, Teaching and Learning, Assessment, Science, Equalities Duty

Definition for (RSE): Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health.

Why is relationships and sex education in schools important?

- High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviours for life, and learn about safeguarding both on and off line
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 'Not Yet Good Enough' report into PSHE
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.
- Research shows that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between

effective school based RSE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013)

What will be the aims, objectives and outcomes of RSE?

Our SRE curriculum aims to 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 relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. The outcomes of our RSE programme are given within 'The 3D PSHE programme.'

The Schools statement of values and ethos:

Where everyone grows'

Our vision, 'Where everyone grows' is rooted in 'I have come that they may have life, and have it to the full' (John 10:10). We believe that education must equip people of all ages with the skills to maximise their engagement with the world around them and education must develop academic, spiritual, emotional and personal growth.

In addition St Hilda's CE VC Primary School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. This was a key principle for the parents/ carers and staff, who were involved in the consultation. We consider the important values are love, respect and care for each other.
- In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers

Statements of responsibilities of all stakeholders:

The governing body have the responsibility through the statutory guidance 'Keeping Children Safe in Education' (September 2018), "to ensure children are 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 personal, social, health and economic education (PSHE) and /or for maintained school through RSE.' This also includes how the school are addressing issues of peer on peer abuse and sexual violence and harassment.

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010), so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families, sexualities and gender in both primary and secondary schools.

The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance and starting to plan how to implement the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum.
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored
- 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 Science programme

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

- Work with headteacher to ensure compliance with the statutory guidance and starting to plan how to implement the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum
- 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 the named governor for RSE
- 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 Science programme

St Hilda's C of E Primary School aims to work in active partnership with families, values their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns. Families are signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-forparents-carers>

Parent/carers right to withdraw:

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from RSE lessons. Parents have the right to withdraw their children from all, or part, of relationships and sex

education, which is not part of the National Curriculum. Parents are notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher / PSHE Co-ordinator who will explore their concerns. 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 for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

Parents / carers will be supported to enable them to talk to their children about RSE by being given links to a variety of age appropriate recommended resource. Parents/carers will be invited to see the resources used in school /attend a workshop.

Working with external agencies:

There may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form (see appendix 5) is used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

Delivery of RSE and the curriculum:

Our RSE programme is firmly embedded within the school's framework for PSHE and the National Curriculum for Science. RSE curriculum is delivered through Science, PSHE lessons, online safety, cross-curricular etc. Class teachers deliver the RSE programme and their training requirements, discussed as part of Performance Management reviews, are met through regular CPD being accessed.

Curriculum:

We will be using resources produced by 3D PSHE. Coverage matrices can be found on our website alongside our rolling programmes. For Y5-6 we also use resources from https://www.healthpromotion.ie/health/inner/busy_bodies

Inclusion: We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs: We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

The Sex Education Forum have used evidence base practice to develop 12 principles of effective relationships and sex education which schools can use to ensure they are delivering effective provision http://www.sexeducationforum.org.uk/resources/advice-guidance/principlesgoodrse?mc_cid=af21cdc77b&mc_eid=5bccfe0edb They have also produced a curriculum design toolkit to help schools consider what to include in RSE and how to structure the programme <http://www.sexeducationforum.org.uk/resources/advice-guidance/curriculumdesigntool-0>

Procedures for assessment, monitoring, evaluating and reviewing:

Assessment of SRE takes place formatively through discussions, observations and analysis of children's' work. Pupils also self-assess against the lesson objectives. The PSHE coordinator is responsible for the monitoring cycle that provided an overview of the quality of teaching and learning taking place in SRE lessons.

The school's Curriculum lead will be responsible for monitoring the provision of RSE and for reporting the outcomes to the governing body. 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.

The RSE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils (pupil voice including GUNY survey), parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis.

- To review and plan the content and delivery of the programme of study for RSE
 - To review resources and renew as appropriate (see further guidance in appendix 3)
 - To update training in line with current guidance and staff identified needs
- Safeguarding and Confidentiality RSE can be a sensitive issue. 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 staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

Confidentiality and Safeguarding Issues are addressed:

Ground rules - At the start of each session ground rules will be established where it will be agreed that neither pupils nor the teacher will ask or answer any personal questions.

Handling sensitive or controversial issues through PSHE - A short guidance document offering tips on how to implement ground rules, discuss starting points, consider distancing techniques and more.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff 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 staff 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.

All staff are up-to date with their child protection training.

Pupils are advised where to get confidential advice:

- Pupils are informed of where to access age appropriate help inside and outside of school e.g.

- The school is aware of local support services / on-site sexual health services and staff who are teaching RSE ensure they provide p-to-date information to the pupils.

Young people accessing sexual health services:

- Staff are aware of the local sexual health services <https://yorsexualhealth.org.uk>
- There is no school health drop in on the school site.

Other aspects for schools to consider:

- The school celebrates different families and the taught curriculum is inclusive of lesbian, gay and bisexual, trans issues and transphobic, biphobic and homophobic language/bullying is tackled.

All staff are aware of the Sexual Offences Act and of their safeguarding duties. 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.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with Child Protection Policy & Procedure

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 person 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.

Staff receive regular training to support them effectively teach RSE and the emerging issues.

Date approved by Governors: April 2023

Date to be reviewed: April 2024

