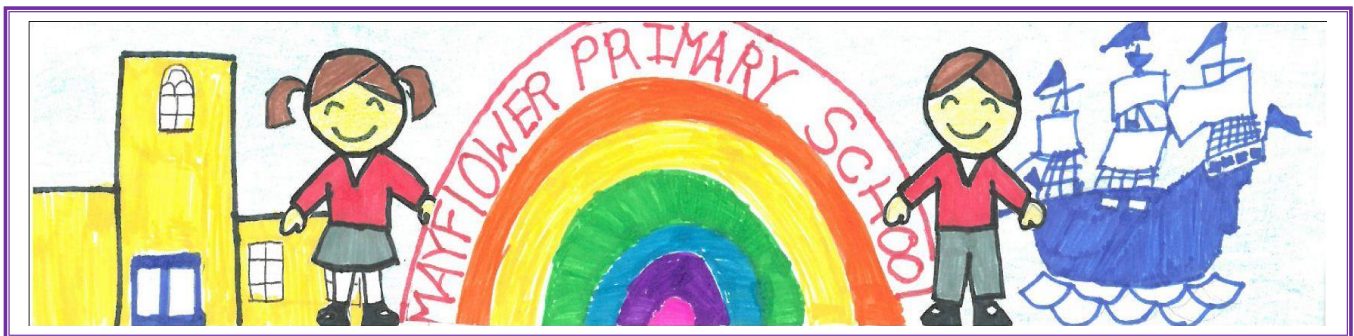


MAYFLOWER PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION POLICY 2024-2025

This policy was developed in conjunction with other schools in the Evington and Highfields areas. A Working Party was also established, that reflected the community the school serves, and this acts in an advisory capacity as provision is developed, implemented and reviewed.

Policy Date:	October 2019	Version: 5	
Policy Review Date:	October 2025	Head Teacher: Luke Whitney	02.10.24
Ratified by Governing Body:			
2 nd October 2024		Chair of Governors:	29.01.25

Rationale and Ethos

This policy covers our school's approach to Relationship and Sex Education (RSE). It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders.

We define 'Relationships and Sex Education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.

We believe Relationships and Sex Education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how Relationship and Sex Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- to know how to be safe, including online
- to be healthy both mentally and physically
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Consultation was an important part of making these decisions and care was taken to ensure that the context of the school was fully reflected in the decisions that were subsequently taken. These decisions are subject to review, under the RSE Working Party, which is detailed later in this policy.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are defined as protected characteristics. We ensure RSE fosters gender equality and LGBTQ+ equality by ensuring content is age and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSE within our PSHE curriculum and will not be taught as stand-alone units. The intended outcomes of our RSE programme are that our pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch.
- Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when online, permission seek and give and understand the concept of privacy
- develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination

Roles and Responsibilities

The RSE programme will be led by the PSHE leader with the support of senior leaders, the governing body and the RSE Working Party (see below). It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school. The aims and intended outcomes of our approach are encompassed within the school vision and values to promote learning. The RSE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

An RSE Working Party was formulated in May 2019 and the composition reflects the community we serve. The constitution of the Working Party is as follows:

Community	Staff	Governors	Parents	Advisors
Up to 5 members	Up to 2 members	Up to 2 members	Up to 7 members	Unlimited

The RSE Working Party will meet on the first Monday of each school term, followed by an open meeting for parents on the Wednesday of the week after.

The Governing Body

As well as fulfilling their legal obligations, the Governing Body will make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from some aspects; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Head Teacher and PSHE Leader

It is the responsibility of the Head Teacher and PSHE leader to ensure that

- both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity and also in-line with the law.
- they liaise with external agencies regarding the school RSE programme, and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitoring of this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

The RSE Working Party

The Chair of the Working Party, supported by all Working Party members, will act in an advisory capacity to the Head Teacher and PSHE Leader. They are bound by the terms of reference, which were adopted at their meeting on 20.05.19, which are subject to review on an annual basis. The working party will also be accountable to parents, and their work will be fed back on a termly basis. All minutes will be published via the school's website.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and relevant training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and agreed procedures to be followed, particularly in relation to safeguarding.

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and the curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools. The RSE policy supports/complements the following policies:

- PSHE policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Documents that inform the school's RSE policy include:
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory

- safeguarding guidance (2018)
- Children and Social Work Act (2017)
- DFE guidance RSE 2019

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE provision. High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of inappropriate choices;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all our children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour
- We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSE in our PSHE curriculum, we also teach some RSE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our Relationships and Sex Education provision will cover:

Relationships	Health and Mental Wellbeing	Other Focus Areas beyond the DfE Framework
<ul style="list-style-type: none"> ▪ Families and people who care for me ▪ Caring friendships ▪ Respectful friendships ▪ Online relationships ▪ Being safe 	<ul style="list-style-type: none"> ▪ Mental wellbeing ▪ Internet safety and harm ▪ Physical health and fitness ▪ Healthy eating ▪ Drugs, alcohol and tobacco ▪ Health and prevention ▪ Basic first aid ▪ Changing adolescent body 	<ul style="list-style-type: none"> ▪ Economic wellbeing ▪ Enterprise ▪ Careers

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding, as well as preparing pupils in Key Stage 2 for the next phase of their education.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, range of presentation styles, debate, discussions, investigating and analysing information, blogs, podcast, journaling/diary writing.

Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met, both on an academic and emotional basis.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSE provision and will be regularly reviewed. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them.

We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.
- KaPow resources augment all aspects of curriculum delivery and area available to all children and staff from F1-Year 6. Training has also been provided by subject leaders as to how these schemes have been put together, and the correct sequence for effective teaching.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education.

Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. . This will be integral within the approach to the assessment of RSE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). An overview of the learning in each year group can be found on the school website and in the Annexe 2 attached.

Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the requisite knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

Safe and effective practice

We will ensure a safe learning environment through ensuring RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate and in-line with local/national guidance.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Pupils will be able to raise questions anonymously by utilising question boxes in class. All staff teaching RSE will be supported by advice from the professional body, PSHE Association and through planned CPD. Teachers will see advice from the PSHE leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons.

Safeguarding

Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding and Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education (2019)*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised, teachers or other adults working with the child will consult with the designated safeguarding lead (Mr. L. Whitney) and in his absence the deputy safeguarding lead (Mrs. H. Boydon). Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding and Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in our policy.

Visitors/external agencies which support the delivery of RSE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy.

The protocol for inviting visitors into lessons:

- Prior to the commencement of any visit, visitors will be given a copy of the schools safeguarding policy and protocol for reporting disclosures

- All visitors will be given a copy of the RSE policy

Engaging Stakeholders

The school acknowledges that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence. This body of work will be overseen by the RSE Working Party. The policy will be available to parents through the school website.

We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held. Consultation will also take place as units of work are planned, and these meetings will be open to community members as well.

Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when Relationships and Sex education will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content, including the science Programmes of Study.

We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard that is not part of statutory NC Science. It is recognised, however, that an open forum for the sharing of views and information will help parents to understand the position of the school, and *vice versa*. Given the time and care that has been taken to engage with parents and the wider community during the academic year 2019-2020, it is envisaged that withdrawal will be a rare occurrence.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum. They have been involved since its inception, and members of the Governing Body will always be represented on the RSE Working Party. Feedback will also be provided at governors' meetings, following the annual progression of meetings that is published at the end of each academic year.

It is also the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents, and supported legislation, as well as the school's obligation to prepare children for the next phase of their education.

In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSE) will be nominated. Parent forums will be offered on a termly basis, overseen by the RSE Working Party.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils. This supports a broader body of work that reflects the **intent**, **implementation**, and **impact** of the curriculum overall. Our curriculum intends to meet the needs of all pupils, is implemented with efficacy, and impacts positively on the needs that have been identified.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

- We will involve children in the evaluation and development of their RSE in ways appropriate to their age.
- We will refer to local/countywide/national data
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

The Governing Body are responsible for monitoring the delivery of our RSE policy, supported by the RSE Working Party. Governors give due consideration to any comments from parents about the RSE programme, and require the Head Teacher to keep a written record of parents' comments. Governors support the work of the RSE Working Party, and also the designation of governance, be this parent, community, or staff.

RSE Policy Review Date

This policy will be added to the suite of school policies that need to be reviewed on an annual basis. The next date will be **October 2025**.

It will be reviewed by the PSHE lead, senior leaders, the RSE Working Party, and representatives from the governing body. This will ensure that it is in line with current Department for Education advice and guidance.

