



## **STANILAND ACADEMY**

### **POLICY FOR RELATIONSHIPS SEX AND EDUCATION (RSE)**

#### **INTRODUCTION**

Relationships and Sex Education (RSE) at Staniland Academy is complementary and supportive to the role of parents. Relationships and Sex Education will start from the time the child enters the Academy and will be based on what experiences he/she brings.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It should be firmly rooted within the framework for PSHE/Citizenship (some in Science) and follows the National Curriculum.

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and move with confidence from childhood through to adolescence into adulthood.

The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of EYFS, KS1 and KS2. It will be overseen by the Head of Academy, SLT and the PSHE Curriculum Lead.

When the policy refers to 'parents', this term also includes anyone with a parental responsibility i.e. carer.

#### **DESCRIPTION OF THE SETTING**

This policy reflects the character of our Academy, a school with a PAN of 630 pupils which serves the local area. Around 55% of the pupils have English as an additional language with a diverse religious and ethnic mix. These pupils come from both private and social housing and range from 4-11 years.

#### **VALUES STATEMENT**

At Staniland Academy all children will have equal access to high quality RSE that meets the needs of the diverse cultural mix in the school. The school will recognise, respect and support pupils with different abilities, levels of maturity and personal circumstances, for example their own sexual orientation and gender identity. It is not about the promotion of sexual orientation or sexual activity.

#### **INCLUSION**

The RSE policy reflects and is in line with the school's equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and

sensitively with sexual orientation, answers appropriate questions and offers support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Staniland Academy and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. The RSE policy is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experiences.

## **HOW THE POLICY WAS FORMULATED**

- This policy was informed by reference to DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
- The 2010 Academies Act states that all schools must provide a balanced and broadly based curriculum which promotes the spiritual, cultural, mental and physical development of pupils at the school and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The DfE National Science Curriculum was consulted for content relevant to RSE.
- The people involved in the consultation were the Chief Executive Officer, Head of Academy, Senior Leadership Team, staff, parents and the governing body.
- The RSE policy from the secondary school within the Federation has been consulted to ensure that the pupils of Staniland are sufficiently prepared for their continued RSE education at KS3 and beyond.
- Documents consulted: (See Appendix 1)

## **ROLE OF THE PSHE CURRICULUM LEAD**

SLT and the Curriculum Lead for PSHE will coordinate RSE as part of the PSHE curriculum. They will liaise with outside agencies as necessary. They will also be responsible for monitoring the planning of PSHE and the quality of lessons through lesson observations, planning and work scrutinies. They will be responsible for assessing training needs and be able to support staff who will be involved in delivering the RSE Curriculum. Class teachers will work in partnership with parents, keeping them informed, offering support and acting as a point of contact and be responsible for assessing the learning needs and achievements of the children and adapting the program accordingly.

## **AIMS AND OBJECTIVES OF THE POLICY**

The aim of the policy is to ensure that everyone is aware of the importance of RSE within the school and that it is delivered as part of the curriculum. This would include the importance of values and individual conscience and moral considerations; the value of family life, loving stable relationships, including marriage, for the nurture of children; the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making; developing children's self-esteem and self-worth; increase children's confidence in forming, maintaining and ending relationships.

To ensure that pupils become aware of their own emotions and how to manage them and relationships confidently and sensitively; develop self-respect and empathy for others; to make choices based on an understanding of difference and with an absence of prejudice; an appreciation of the consequences of choices made; managing conflict, assessing and resisting peer and social pressure; recognising and avoiding exploitation and abuse.

To ensure that pupil's learning and understanding about physical development occurs at appropriate stages: in EYFS, it would lay the foundations of making friends, working together and growing up; in Key Stage 1 it would include understanding about growth and change, developing strategies to stay safe including identifying the parts of the body that make boys different to girls and use the correct names for these: penis, testicles and vagina but also to respect their body and understand which parts are private and show respect for one another; in Key Stage 2 it would include the preparation for the changes in puberty, reproduction and how babies are born, as well as learning about the influence of the media on young peoples' understanding of human sexuality and body image.

The school is to make sure it is aware of the use of emerging technology and its potential to affect the health and wellbeing of pupils.

### **MORAL AND VALUES FRAMEWORK**

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of all pupils and should prepare all pupils for the opportunities, responsibilities and experiences of adult life.

Pupils should be taught about the nature and importance of a loving relationship for family life and bringing up children. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of a community and society as a whole. Care needs to be taken to ensure that there are no stigmatizations of children based on their home circumstances.

The views and religious convictions of all pupils and their parents/careers will be respected.

### **CONTENT FOR THE RSE PROGRAMME**

The combined PSHE and Citizenship framework at EYFS, KS1 and KS2 is developed through four themes and makes clear what is appropriate in the early primary years and the transition year (Y6/Y7). These are:

- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle. This includes being safe, mental wellbeing, internet safety, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.
- Developing good relationships and respecting differences between people. This includes families and carers, friendships, relationships and online relationships.

At Staniland Academy level RSE should contribute to the foundation of PSHE and Citizenship by ensuring that all children: develop confidence in talking, listening and thinking about feelings and relationships; are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help; are prepared for puberty.

RSE will be delivered by the class teacher as part of the PSHE curriculum in a developmental programme to enable children to build on prior learning through PSHE, Science, circle time, use of video materials and outside visitors. If necessary, outside agencies (like health professionals) will be used.

Materials used across the Academy for RSE will be in accordance with the PSHE framework and the law. Staniland will ensure that pupils are protected from teaching and learning materials which are inappropriate, having regard to age and the cultural background of all pupils.

## ELEMENTS OF SRE SCHEME OF WORK

<b><u>Foundation Stage</u></b>
<ul style="list-style-type: none"><li>• Friendships: making friends &amp; understanding what makes a good a friend. Working as part of a group / team. Working together – code of behaviour. How am I different / the same as other people?</li><li>• Growing up and dressing self/personal hygiene. Differences between boys/girls. What is good about being a boy/ girl?</li></ul>
<b><u>Key Stage 1</u></b>
<ul style="list-style-type: none"><li>• Feelings, emotions and managing feelings</li><li>• Friendships: friends and family - similarities and differences between people, people who are special to me.</li><li>• Growing up: belonging to a group, understanding growing up from young to old, naming the external body parts, being a boy and being a girl, knowing that animals and humans reproduce.</li><li>• Safety: saying no, having confidence to ask for help, recognising potential risks to safety of self and others.</li></ul>
<b><u>Key Stage 2</u></b>
<ul style="list-style-type: none"><li>• Feelings: understanding a range of feelings and emotions, recognising and expressing emotions, other people’s feelings and managing your own feelings.</li><li>• Friendships: friends, strategies for dealing with friendship problems, qualities of a good friend peer pressure, family values, marriage and lifestyle choices.</li><li>• Growing up: childhood developments, human lifecycle, naming the body parts and differences between make and female, adulthood and lifestyles, understanding the processes of conception and birth, puberty and gender roles.</li><li>• Safety Identifying dangers, learn respect over their own and other bodies, saying no in difficult situations, techniques for resisting pressure.</li></ul>

## SPECIFIC ISSUES

### Parents/carers

Parents are the key people in teaching their children about relationships, sex and growing up. All policies are available for parents/carers on the school website. The Academy will endeavour to work in partnership and consult with parents in order that the RSE programme will complement and support their role. All parents/carers have the right to see materials and resources that will be used in delivering the RSE, especially before the transition year (Year 6). Parents are invited to view the materials and have the opportunity to discuss the detailed content of what will be taught on an annual basis. All parents/carers have the right to withdraw their child from all or part of RSE except for those parts included in the statutory National Curriculum. Where a parent does withdraw a child, they will be invited to discuss their decision with a member of the Senior Leadership Team. Alternative support will be offered to ensure the child receives relevant information in a format agreeable with the parent/carer.

### Staff

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.

Staniland has a clear and explicit Confidentiality Policy which staff will follow in relation to matters connected to RSE. If abuse is suspected, teachers should follow the Academy’s Child Protection and Confidentiality procedures.

Delivery of RSE is not the sole responsibility of the Academy. Parents and members of the wider community have much to offer. Staniland will work effectively in partnership with parents and others in the wider community. Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering RSE and will abide by the Academy's policy.

Pupils with special needs will receive RSE. Teachers may need to adapt the programme or plan and work in different ways to suit their needs or learning difficulties.

Clear ground rules about the parameters of the lesson content will be outlined to the children prior to a RSE lesson commencing. There will be an understanding that no personal questions will be answered and that inappropriate or disruptive comments or questions are not acceptable. If a teacher feels uncomfortable answering a question or feels it requires extra clarification, it is perfectly acceptable to seek further advice from SLT, but reassurance should be given to the child that their question is valued and will be answered at a later stage.

An anonymous question box will be provided for questions that pupils do not feel comfortable asking in front of their peers. These questions will also form a basis for adapting the RSE curriculum to meet their needs.

If a member of staff feels that a child has disclosed any information that suggests that the child is at risk, then they will follow the guidelines in the school's safeguarding policy.

RSE will be taught in mixed gender groups, but opportunities will be given for boys and girls to ask gender specific questions in single gender groups for Year 6.

## **RESOURCES**

Resources used for the teaching of RSE will be reviewed by SLT and the PSHE Curriculum Lead. Resources will be appropriate, having regard to the age and cultural background of the pupils concerned. The school will also make sure that pupils do not have access to inappropriate material on the internet. Parents will be invited to view resources and materials used.

## **MONITORING AND EVALUATION**

The policy will be reviewed every 2 years, or earlier, if there is a change in legislation or guidelines.

The RSE policy should be read in conjunction with the following policies: Confidentiality Policy, Anti-Bullying, PSHE, ICT Acceptable Use and E-Safety.

The Head of Academy, SLT and the Governing Body have responsibility for monitoring this policy.

This policy is for staff, pupils, parents, carers, volunteers, visitors and guest speakers. It is the responsibility of SLT to ensure that outside visitors, or anyone delivering part of the RSE curriculum, understands and adheres to the RSE policy.

A copy of this policy will be available on the school's website.

September 2020

## **APPENDIX 1**

### **Documents consulted in the development of the Academy's RSE Policy:**

- Sex and Relationship Education Guidance: The Department for Education (2019)
- The DfE National Science Curriculum
- Guidance on developing your 2013/14 PSHE Education Curriculum
- Guidance on producing your school's RSE policy – PSHE Association 2019

### **LEGISLATION**

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)