

John Ruskin Primary School and Language Classes

# Relationships and Sex Education Policy

Co-ordinator: Hannah Cane

Last review: Sept 2023

Next review: 2026



**"Be responsible, be fair, stay positive and care"**

## **John Ruskin primary School and Language Classes**

### **Relationship and Sex Education Policy 2023**

Co-ordinator: Hannah Cane

Date reviewed: 2023

This policy has been developed by the PSHE co-ordinator and was approved by staff and governors. It is reviewed and updated every three years.

#### **Introduction**

The DfE's statutory guidance under sections 34 and 35 of the Children and Social Work Act 2017 made it mandatory for primary schools to teach Relationships Education, from September 2020. Sex education is also recommended by the DfE but it is not compulsory in primary schools. It is up to schools to determine whether they cover any additional non-statutory content on Sex Education.

#### **What is Relationships and Sex Education?**

Relationship and Sex Education is fundamental to the emotional and social development of children and to their physical wellbeing. It is an essential part of the curriculum, if young people are to make responsible and well-informed decisions about their relationships and their lives, enabling pupils to participate successfully in the wider community.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building block of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

(Secretary of State Foreword DfE guidance 2019 p.4-5)

#### **Aims**

Our aims are:

- to develop the children's confidence in talking, listening and thinking about feelings, relationships and their bodies.

- to provide the children with the knowledge on how to protect themselves and ways they can ask for help and support.

Relationships and Sex Education should reflect the moral framework of the school. Our 8 core values 'hope, honesty, wisdom, kindness, courage, responsibility, respect, fairness' and the school code 'Be responsible, be fair, stay positive and care' should be evident throughout the teaching of Relationships and Sex Education.

## **Content**

There are three main elements to the learning of Relationships and Sex Education:

- 1) Attitudes and values
  - Learning the value of family life, love, care, respect, marriage, civil partnership and stable relationships including same sex couples.
  - Explore moral dilemmas and decision making relating to these issues.
- 2) Personal and social skills
  - Learning to manage emotions and relationships confidently and sensitively.
  - To make informed choices and decisions and to appreciate the consequences of their choices made.
  - To develop self respect and empathy for others.
- 3) Knowledge and understanding
  - Learning and understanding physical development, the law, sexual reproduction and sexual health.

## **Teaching and Learning of Relationships & Sex Education**

Delivery of Relationships and Sex Education is planned and taught through the PSHE curriculum which has been written specifically with our children in mind and tailored to their needs. The class teacher will deliver the taught curriculum. Relationship Education will take place in all year groups. Sex Education will be taught in years 2 -6, where the parents have the right to withdraw their child from any part of sex Education that isn't taught in Science or Health Education. Learning will also be addressed in other curriculum areas such as Religious Education and Literacy.

The content of the Relationships and Sex Education curriculum is outlined in the PSHE curriculum and lesson plans from The Christopher Winter Project will support this. The PSHE coordinator received training from the project.

Videos from the Channel 4 series Living and Growing will also be shown to the children.

Where possible, the school nurse will be asked to support the teaching of Relationships and Sex Education and Health Education.

### **Assessment, monitoring, evaluation and reviewing.**

Pupils' knowledge, understanding and skills of Relationships and Sex Education will be assessed through pupil self-assessment, peer group assessment, teacher assessment. There is no formal assessment.

Class teachers, PSHE coordinator and SLT are responsible for monitoring and evaluating Relationships and Sex Education lessons. Ensuring it is age appropriate. This is carried out by monitoring by SLT and PHSE coordinator (as part of the monitoring timetable), planning monitoring by SLT, and monitoring sessions by outside agencies.

### **Procedures for withdrawal from Sex Education.**

John Ruskin Primary School are committed to ensuring that Relationships and Sex Education is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

In line with statutory guidance, parents and carers have the right to request for their child to be withdrawn from the Sex Education delivered as part of Sex Education (other than Sex Education in the National Curriculum as part of science), but not from Relationships Education or Health Education. Parents will be given the Sex Education content form when joining the school and asked their preference. They can discuss any concerns with the head teacher or PSHE coordinator. Parents and carers will be given the opportunity in year 6 to review their decision.

### **Confidentiality**

Relationships and Sex Education covers many complex or sensitive issues; therefore, it is vital to create and maintain a safe learning environment for all lessons. A safe learning environment helps the children to share feelings, explore values and attitudes and express opinions and consider those of others without attracting negative feedback. It is good practice to work with the children to establish ground rules about how they behave towards each other in discussions and lessons.

There must be a trusting relationship between the teacher and the pupils for successful teaching of Relationships and Sex Education. However, teachers cannot offer absolute confidentiality and should therefore be clear about the boundaries of their legal and professional roles and responsibilities. Always work within the school's policies on safeguarding and confidentiality (and make sure that the children understand the school's policies on disclosure and confidentiality). Any concerns the staff may have should be discussed with the designated Child Protection Officer.

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take into account any additional SEND needs, in an objective manner, free from personal bias. When confronted by a difficult question, thank the child for their question, give a factual age-appropriate answer when you can, if a child has asked a non-age-appropriate question the teacher should suggest that the child discusses it with an adult at home that the child trusts. Buy time, if need be, and refer to the PSHE education year groups learning intentions if unsure of an appropriate answer. Be prepared with a response such as, 'that's a really good question, it deserves a really good answer. Let me have a think and get back to you.'

**John Ruskin School and Language Classes- Equality Impact  
Assessment Form**

(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

**Section 1 - General Information**

1. Title of the policy or practice being assessed:

Relationship and Sex policy

2. Aim(s) of the policy or practice being assessed:

To develop the children's confidence in talking, listening and thinking about feelings, relationships and their bodies.  
To provide the children with the knowledge on how to protect themselves and ways they can ask for help and support.

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Hannah Cane

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☒

Parents and carers

☐

Governors

☐

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list ) \_\_\_\_\_


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- ☐ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list) Monitoring planning, lessons and sessions by outside agencies.
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☒ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☒ children or people with different religions or belief
- ☒ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief


☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:



## Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☒ There are no red flags or issues identified. No further action is required.  
Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.  
Or we have identified an objective, lawful reason to justify the issue(s).  
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.  
Go to Section 6 - Additional evidence gathering.

## Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

## Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

<b>Summary of evidence gathered, including any consultation:</b>
<b>The conclusions and agreed actions:</b>

## Section 7 - Completion

Name and job title:	Hannah Cane – PSHE coordinator
Names and titles of any other people who assisted with this assessment:	
Date:	Dec 2019
Date of next review:	Dec 2022
<b>When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.</b>	

