

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”

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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.'

