



HCAT Policy for Relationship and Sex Education

This SRE policy was written: May 2018

Date Ratified by Trustees:

Review date: May 2019



Other related school policies that support this SRE Policy include PSHE, Child Protection, E-Safety, Whistle Blowing, Anti Bullying, Behaviour, SEN, Equal Opportunities, Induction and Health & Safety.

Eastfield Primary School

What is Relationship and Sex Education?

The Government's definition is:

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching" (Department for Education and Employment, SRE Guidance, 2000)

Currently, PSHE (Personal, Social, Health Education) remains a non-statutory subject and section 2.5 of the National Curriculum framework states that: "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice"

However, from September 2019 Relationships Education will become statutory in England, with government guidance being offered during 2018 as to the expected content of this curriculum.

What are the aims of Relationship and Sex Education?

Through a restorative approach, which directly teaches building and maintaining positive relationships, the aims of our Relationship and Sex Education (RSE) are:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Why is RSE needed?

- More than ever before, children are exposed to representations of sex and sexuality through the media/ social media and the social culture around them, so we need to present a balanced view of RSE and help them to be discerning and stay safe.
- Rates of sexuality-transmitted infections and teenage pregnancy in the UK are relatively high as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want support of schools in providing relationship sex and education for their children.
- Research consistently shows that effective RSE delays first sexual experience and reduces risk taking.
- Surveys of children and young people, as well as Ofsted, have repeatedly told us that RSE tends to be “too little, too late and too biological.”

What does the Law say?

Whilst current RSE is not compulsory in primary schools, HCAT have deemed it to be an essential part of building a child and preparing them for adult life. As a trust we adhere to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996, in addition to the objectives taken from the Science National curriculum which must be taught to all pupils. This includes the biological aspects of the human body, puberty and reproduction. (Education Act 1996 – National Curriculum 2014)

How we ensure Equality?

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types prejudice including homophobia and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DFE, 2014b)

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act,2006) -which includes homophobic, sexist, sexual and

transphobic bullying and Section 4.2 of the national curriculum (2014) states:
“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

How do we ensure all stakeholders are consulted?

The school will work on partnership with all stakeholders. Also working closely with parents to ensure that they are fully aware of what is being taught. We offer opportunities for parents to view the materials and resources prior to the sessions being taught. Trustees will be consulted on the RSE policy at trustee meetings.

What are our Roles and Responsibilities?

The board of trustees-

The board will approve the RSE policy and hold the Head Teacher to account for its implementation.

The Head Teacher-

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with Head Teacher.

What are Parents rights to withdraw?

Parents have the right to withdraw their children from the non-statutory components of RSE- however the Trustees and Local School Governors strongly recommend that children are taught the curriculum in relation to RSE as a life skill

Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

How we promote Safeguarding?

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. If this issue occurs our usual safeguarding procedures will be applied. (Please see Safeguarding Policy)

Appendix 1 – Suggested outline of what will be directly taught in relation to Sex Education

Many schools in HCAT will use the Jigsaw PSHE Programme as the main vehicle to determine both content and coverage of the relationship and sex education. It is expected that an HCAT school will inform parents on an annual basis about the RSE curriculum and allow parents an opportunity to discuss and review the content and materials in relation to the year group in which their child is placed.

The JIGSAW Curriculum

What will my child actually be taught in Sex Education?

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

- Foundation Stage- Growing up: how we have changed since we were babies
- Year 1- Boys' and girls' bodies; naming body parts
- Year 2 -Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 -How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 -Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 -Puberty for boys and girls, and conception
- Year 6 -Puberty for boys and girls and understanding conception to birth of a baby

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps them make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.