

Relationships and Sex Education Policy 2021



The Merton Primary School

Approved by:

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1. Aims

At Merton Primary School we believe that RSE is an integral part of the PSCHE (Personal, Social, Citizenship, Health and Economic) curriculum.

The aims of our RSE curriculum should be to teach the fundamental building blocks and characteristics of positive relationships with family, friends, peers and the wider community. We aim to offer pupils a carefully planned programme on:

- physical and mental health
- online and economic wellbeing
- human development
- relationships
- family life

- sexuality.

It will be delivered within a safe and comfortable environment, and within a relaxed relationship between teacher and pupil. The curriculum will be set in a framework that respects the rights of all, and will be delivered sensitively according to age and maturity.

In Relationships Education we aim to provide an age appropriate understanding of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Feeling safe in all types of relationships

In Physical Health and Wellbeing Education we aim to provide an age appropriate understanding of:

- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Economic wellbeing
- The changing adolescent body.

In Sex Education we aim to provide an age appropriate understanding of:

- A framework in which sensitive discussions can take place
- Preparing for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Developing feelings of self-respect, confidence and empathy
- A positive culture around issues of sexuality and relationships
- The correct vocabulary to describe themselves and their bodies.

These aims complement the science curriculum in KS1 and KS2.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

We have followed the guidance set out in the DFE documents of 25th June 2019:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Merton Primary School we teach RSE as set out in this policy.

We must also abide by the funding agreements and articles of association set out by The Bradgate Educational Partnership.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At Merton Primary School, we believe that the new curriculum is vital to prepare children for the society that they will live in. It reflects both the changing personal and global needs of society, and is meaningful and relevant for the future our pupils will engage in.

RSE is about the emotional, social and cultural development of pupils, physical and mental health, economic wellbeing and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum works along with our existing PSHCE curriculum and is set out in Appendix 1. This will, however, be adapted when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing pupils for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of personal hygiene
- How a baby is conceived and delivered
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

As part of our RSE curriculum, children will be taught about strong and mutually supportive relationships, both in and outside of marriage. This will include heterosexual or same sex relationships.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We aim to provide accurate information and to help to develop skills in empathy, understanding difference, and respect for themselves and others. We hope to develop citizens who will prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils in school and within society, thus preparing them for the responsibilities and experiences of adult life.

We will carry out the main RSE curriculum in PSHCE lessons (see Appendix A), however it will also be taught naturally in other areas:

- English- books/stories help us understand ourselves and the world around us.
- Maths – problem solving skills, real life application to look after ourselves economically
- Science- health, diet, relationship with our planet
- History- understanding others, our place in the world, learning from the mistakes of the past
- Geography- our community- in the local, national and global sense
- Art- wellbeing, understanding emotions, creative expression
- Music- wellbeing, understanding emotions, creative expression, learning a skill that requires patience and persistence
- D and T – body occupying the mind, 'crafting circles'
- PE- health, physical and mental- the importance of exercise and of being outdoors

- Computing – connecting with the online community, understanding its uses and its limitations, being safe.

Since RSE incorporates the development of respect, tolerance and understanding, pupils learning does not just take place in taught lessons, but through all aspects of school life, including the playground. All staff understand that they have a responsibility to implement the ethos of this policy when working with staff, children, parents and the wider community.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The Local Advisory Board (LAB)

The LAB will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher 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 (see section 8).

7.3 Staff

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 sensitively to pupils who are withdrawn from the non-statutory components of RSE

Teachers will answer children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account different views and avoid any negative impressions.

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 the Headteacher.

All class teachers employed at The Merton will teach RSE. When a child has additional needs such as SEN, children may also be supported by Teaching Assistants and members of the SEN team.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education.

Parents **do have** the right to withdraw their children from the non- statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Confidentiality

Teachers will conduct sex education lessons in a sensitive manner. However, if a child makes a disclosure or reference to subject matter around safeguarding, then the teacher will deal with it as outlined in The Child Protection and Safeguarding Policy. Legally, the school cannot guarantee confidentiality around issues of safeguarding, abuse or exploitation.

10. Special Educational Needs and Disability

Pupils with SEND will be given the opportunity to fully participate in RSE lessons, and a differentiated or supported program will be provided where necessary.

11. Equal Opportunities

RSE will be taught to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

12. Monitoring arrangements

The delivery of RSE is monitored by the Leadership Team through our normal protocols- learning walks, lesson observations, planning and book scrutinies.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Leadership Team at least every two years. At every review, the policy will be approved by the Local Advisory Board.

13. Other Policies

In conjunction with this policy, please also see:

- Behaviour Policy and Procedures
- Child Protection and Safeguarding Policy
- Anti- bullying Policy and Procedures
- Mental Health and Wellbeing Policy
- Online Safety Policy

Please also use the link below to find a DFE produced document with Frequently Asked Questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

TO BE COMPLETED BY PARENTS

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Parent signature

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TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents

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