



The Federation of Fryern Infant and Junior Schools PSHE & Relationship, Health and Sex Education Policy

This policy, which applies to The Federation of Fryern Infant and Junior Schools, is publicly available on the school website. A copy may be obtained from the School Office upon request.

Legal Status:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 (DfE: July 2019)
- Sections 34 and 35 of the Children and Social Work Act 2017 (HM Gov: 2017)
- Keeping Children Safe in Education (DfE: September 2019)
- The Equality Act 2010
- SEND Code of Practice: 0 to 25 years (DfE: January 2015)
- Sexual Offences Act 2003 (HM Government: 2003)
- *Sexual violence and sexual harassment between children in schools and colleges* (DfE: December)

This policy is subject to continuous monitoring, refinement and audit by the Head teacher. The policy should be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance. Parents and Carers have been consulted in developing and reviewing this policy. The policy should be read in conjunction with the school's safeguarding and child protection policies.

Rationale: It is recognised that RSE is a cross-curricular area, which links to all aspects of students' personal and social education and development. At The Federation of Fryern Infant and Junior Schools we have a responsibility to provide education on relationships, health and wellbeing and sex education. This education is available to all pupils. A whole school approach to RSE is adopted. This incorporates aspects of the school ethos and organisation and enables effective pastoral support. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access RSE education provision.

The Federation of Fryern Infant and Junior Schools is committed to the teaching of relationships education to provide an understanding and lifelong learning about physical, moral and emotional development. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner.

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What Is Relationship and Sex Education (RSE)?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective Relationship and Sex Education does not encourage early sexual experimentation. It teaches young people to understand the changes that will happen to their body during puberty and to respect themselves and others. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

What is Relationships Education (RE)?

Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

What is Health Education (HE)?

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

Principles and Values

The SRE programme reflects the Federation ethos which is founded on Rights Respect and Responsibility and its core values which is to provide the best for all the children, ensuring that they achieve their potential academically and in all areas of their development. Our core values underpin how we work together as a school community. In addition, we believe that Relationship, Health and Sex education should be:

- an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- an entitlement for all young people
- encourage each student to contribute to our community and aim to support each other as they grow and learn
- set within the wider Fryern Federation context supporting family commitment and love, respect and affection, knowledge and openness
- encourage students and teachers to share and respect each other's views. The important values are love, respect and care for each other.

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- generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the way these topics are delivered at The Federation of Fryern Infant and Junior Schools. We recognise that the wider community has much to offer and aim to work in partnership with health professionals.

All three areas are taught within the personal, social, health education (PSHE) curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in relationship education (RE).

As a result of our PSHE, Health, Relationship and Sex Education programme of learning, pupils will develop the following:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict

Knowledge and Understanding

- learning and understanding about physical development
- understanding human sexuality, reproduction, emotions and relationships

Aims and Objectives: Our RSE programme delivered in a number of ways, aims to prepare children for an adult life in which they can:

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- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others
- communicate effectively by developing appropriate terminology for sex and relationship issues
- challenge sexism and prejudice and promote equality and diversity
- be aware of sources of help and acquire the skills and confidence to access advice and support

Content and Delivery –children learn at an age appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. Materials used, reflect ongoing consultation with parents and professional advisers. Age and cultural backgrounds of the children are always regarded in relation to images used. The range of material used is available to parents and informative books are available to children in the library. Relationship Education, Sex education and Health Education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. The majority of content will be taught by the pupils' class teacher. We look for opportunities to integrate teaching where appropriate from across wider curriculum subjects such as citizenship, science, computing and PE so as to promote a whole school approach to wellbeing and health. As far as is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other pupils. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate.

The school aims to teach in a way which promotes the spiritual, moral, cultural, mental and physical development of the children at the school and prepares them for the changes of puberty and adult life. When teaching any aspect of Relationships and Sex Education, it is important that certain ground rules are formulated and discussed with the children first. These include:

- that the lessons will be taught in a way which does not involve anyone, staff or children, having to answer personal questions or revealing private or family situations which could lead to embarrassment and subsequently be 'used' inappropriately;
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way.

It is important that all staff taking part in this programme are aware of these ground rules. In any one class, there are children from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their children and work in a way which protects their sensibilities. Our programme for Relationship and Sex Education is broken down into the attached programmes of study.

Organisation: RSE is delivered by class teachers who have the experience and skills to deliver sensitive material to mixed ability, co-educational groups of students as part of our PSHE programme. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from the school may

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be invited to contribute to the delivery of RSE in the Federation of Fryern Infant and Junior Schools. The RSE programme, outside the science schemes of work where certain topics are dealt with, is conducted using a variety of activities which have been built into the programme. A set of ground rules help teachers create a safe environment, in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. All staff involved in the teaching of RSE will receive training on the importance of ground rules and how to set them.

The following are protocols for discussion based lessons with pupils:

- pupils must be made aware that teachers cannot offer unconditional confidentiality.
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of age appropriate words will be explained in a sensible and factual way;
- teachers may not answer all questions if the answer involves information at a level inappropriate to the development of the children. The teacher will recommend that the child asks their parents.
- Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Child Protection policy.

The Federation of Fryern Infant and Junior Schools believes in the importance of training for staff delivering RSE.

Procedures for Relationships and Sex Education: A coherent programme of RSE has been developed which focuses on the core areas detail above. Facts are presented at an age appropriate level and issues considered within a clear moral framework, allowing students to recognise the importance of respect for themselves and others, and the values of family life.

A range of methodologies and age appropriate resources are used. These are regularly reviewed and updated to ensure accuracy of information and relevancy.

The use of "ground rules" helps in the creation of a supportive climate for discussion. Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension.

The School will ensure that:

- teachers are aware of their legal responsibilities;
- teachers are aware of parental rights;
- children are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice;

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- should a teacher believe that a child to be in danger or distressed or should questions from children cause such concerns, the Designated Safeguarding Leads should be consulted so that the best course of action can be identified;

Working with external agencies: If a visitor from an external agency is used to teach any aspect of the SRE curriculum we will ensure that the visitor undergo safeguarding checks and will carry out due diligence on them, ensuring their proposed teaching is in line with our planned programme of study and this policy. When in class, visitors will be supervised by a teacher, who will be present at all times. Their teaching must also be age-appropriate and accessible for the pupils to whom they intend to teach. We will request their materials and lesson plans in advance so that we can ensure it is appropriate for all of our pupils. The school will ensure that external agencies who visit understand their responsibilities regarding safeguarding of our pupils and know how to deal with both confidentiality within the school and also any safeguarding concerns. This includes how to report these concerns. We recognise that visitors are an enhancement to support our staff rather than as a replacement.

Specific Issues within RSE

Child Protection, reporting and confidentiality: The Federation of Fryern Infant and Junior Schools has Safeguarding and Child Protection Policies. Relationship and Sex Education may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead. Staff ensure that children are made aware of how to raise concerns or make a report, and how any report will be handled. This includes if they have a concern about a friend or peer.

Controversial and Sensitive Issues: Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also respect others that may have a different opinion.

Dealing with difficult Questions: We recognise that pupils will often ask staff questions pertaining to sex or sexuality which go beyond what is set out for our Relationships Education. We recognise that children of the same age may be developmentally at different stages, leading to different types of questions. As such, our teaching methods take account of these differences – including when they are due to specific special educational needs or disabilities. Questions are answered according to the age and maturity of the child concerned, but will not go beyond the content taught for the child's year group. Staff do not have to answer questions directly to the whole class and these can be addressed individually later. Staff will consider what is appropriate and inappropriate in a whole-class setting and the school will offer support and training in answering questions which are better not dealt with in front of a whole class. Individual teachers must refer to the Designated Safeguarding Lead if they are concerned by a pupil's questions.

Equal Opportunities and inclusion (Including SEND) in Relationship and Sex Education: The Relationship and Sex Education curriculum has been developed to take into account the diversity of the school's population and to meet the needs of the students. We are aware of our requirements to comply with the Equality Act 2010 and we review our teaching materials to ensure their suitability for our pupils. Additionally, we consider the makeup of our pupil body and have put in place additional support for pupils with particular protected characteristics, as part of a whole-school approach. The

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Federation of Fryern Infant and Junior Schools recognises that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Involvement of Parents/Carers: We recognise the vital role parents play in the development of their children's understanding about relationships. As such, we encourage an active partnership with all parents in the development and delivery of Relationships Education and RSE, so that parents can feel confident in the programme offered to their children.

The school works in partnership with parents to ensure teaching meets the needs of pupils and parents and reflects the community the school serves. Parents of children in years five and six are given the opportunity to attend a presentation on the approaches used in the Relationships Education and RSE lessons. This also allows parents the opportunity to view examples of the resources the school plans to use as part of its lessons. We encourage parents to discuss what will be taught and look to address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. Whilst this is not something we offer parents for children in other year groups, parents are always welcome to speak with their child's class teacher about the content of the RSE lessons and share any worries or concerns.

Parental Rights:

Parents who are anxious about any element of the programme are welcome to come and discuss their concerns with the school. Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in the statutory National Curriculum. The Science National Curriculum requires that pupils in key Stages 1 and 2 (4 - 11 years of age) should be taught:

- that animals, including humans, move, feed, grow, use their senses and reproduce
- name the main external parts of the human body
 - know that humans can produce babies and these babies grow into children and then into adults
- recognise similarities and differences between themselves and other pupils

National Curriculum for Science (KS1 and KS2)	
The Human Body KS1	In key stages 1 this includes teaching about the main external body parts. There is no right to withdraw from the national curriculum.

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The Human Body and Reproduction KS2	<p>In KS2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.</p> <p>There is no right to withdraw from the national curriculum.</p>
<p>Relationships and Sex Education (KS2 – Year 6) The content of our Sex Education Curriculum in KS2 considers pupils’ ongoing emotional and physical development and maturity of our pupils. It is reviewed and adapted in consultation with parents. It is age-appropriate and takes into account the developmental differences of the children, considering religious background and the significance of other factors such as any special educational needs or disabilities.</p>	
Sex Education (year 5)	<p>The content includes ensuring that both boys and girls are prepared for the physical and emotional changes that adolescence (puberty) brings.</p> <p>Living and Growing Programme 4 Hygiene unit from Sense Growing up and Keeping Safe 9-11year old</p>
Sex Education (year 6)	<p>The content includes ensuring that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.</p> <p>Living and Growing programme 5 How babies are made</p> <p>The school will offer parents support in talking to their children about sex education and this will link with what is being taught in the school.</p>

Parental consultation

Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex and relationship education in school, other than sex and relationship education contained within the National Curriculum Science Orders. If a child does not take part in sex and relationship education alternative work is set. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

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Confidentiality: Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has any concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. (See also Child Protection Policy).

Appendix A- PSHE Relationship Health and Sex Education long term map

Questions based model	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Who am i?	What is healthy eating?	How to be a good friend?	What helps nature grow?	How to look after animals?	How do people live in different countries?
Year 1	What helps us stay healthy?	What is the same and different about us?	Who helps to keep us safe?	What can we do with money?	Who is special to us?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?

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Long Term Overview-Questions based model	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can friends communicate safely?	How will we grow and change? How	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix B Examples of Resources

Resources: There are many excellent resources available, free of charge, which the school uses to draw on when delivering these subjects. Resources are assessed carefully to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs. When the school consults with parents, we provide examples of the resources planned, as this can be reassuring for parents, and enables them to continue the conversations started in class at home. This is for illustrative purposes and is not an exhaustive list.

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>