

SEABURN DENE PRIMARY SCHOOL POLICY FOR RELATIONSHIPS AND SEX EDUCATION



”...we always try to be that little bit better..”

Link governors: Julie Cattnach, Paul Child (Personal Development.)

Policy written by: John Howe

Policy Last Reviewed by Governors: June 2024

Date ratified by governors: June 2024

Date of next review: June 2025

1. Introduction

The aims of relationships and sex education (RSE) at our school are to:

- 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.

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Our RSE programme will reflect the schools' over-arching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for our own actions
- responsibility for our family, friends, school and wider community

2. Statutory requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Seaburn Dene Primary, we teach PSHE and RSE as set out in this policy.

3. Policy development

From the outset, this policy has been developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

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

4. Intent

At Seaburn Dene Primary, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our approach is supported by Kapow Scheme of learning, alongside our school's curriculum based around 'Rounded and Grounded', The 'Rights of the child, the teaching of the Sustainable Development Goals which also contribute towards the British Values and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

5. Implementation

At Seaburn Dene Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme, which is supported by Kapow.

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.

The curriculum content for key stages 1 and 2 has been arranged into a two-year cycle. In some areas, teachers teach the same lesson each year, but pupils will have a different experience in the lesson depending on whether they are the younger or older cohort through the differentiation provided in the lesson.

Parents may request to see the lesson plans prior to the lessons if they wish to. This can be done via the school office using the email address admin@seaburndenepriamry.co.uk

The Kapow lessons are based upon the statutory requirements for Relationships and Health education.

The Kapow Primary scheme is a whole school approach that consists of five areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see the Long Term Plan.

PSHE lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- through relationships child to child, adult to child and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.

6. Impact

Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired intentions for that lesson.

Units of lessons comes with an Assessment quiz and Knowledge catcher. The contains 10 questions, nine of which are multiple-choice and can be used either the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers contain two or three open questions and are designed to invite pupils to share what they know about the areas of learning within the unit. These can be used at the start of a unit to see what children already know and to inform planning, and then pupils can revisit the version of the knowledge catcher at the end of the unit to add what else they know, further demonstrating their progression in learning.

Through having been taught the full scheme, children will have met the objectives set within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience, making healthy choices and knowing where and how to get help when needed.

7. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through:

- learning walks, observations and discussions with pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the headteacher ever year. At every review, the policy will be approved by the governing board.

8. Roles and responsibilities

The governing board

The governing board will approve the PHSE & RSE policy, and hold the headteacher to account for its implementation.

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing board should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regards to RSE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher

The headteacher ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the PSHE & RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

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 appropriately to pupils whose parents wish them to be withdrawn from the [nonstatutory/non-science] 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 the headteacher.

Pupils

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

9. Parents' right to withdraw

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. The suggested Kapow Primary lessons that are deemed to be sex education are:

- *Year 6: Safety and the changing body, Lesson 5: Conception*
- *Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth*

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.



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			
Parent Signature			

To be completed by the school	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

This policy will be reviewed in the light of changing statutory requirements.

Inclusion Statement

At Seaburn Dene Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At Seaburn Dene Primary School we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Equality & Diversity Statement

Seaburn Dene Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to this policy.

Seaburn Dene Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.