

FEDERATION OF



**FOLLIFOOT & SPOFFORTH**

CHURCH OF ENGLAND PRIMARY SCHOOLS



*Love Learn Thrive*

# Federation of Follifoot & Spofforth

## Relationships and Sex Education (RSE) Policy

<b>Date Adopted by Governing Body</b>	<b>March 2022</b>
<b>Date for Review</b>	<b>March 2023</b>
<b>A consultation with parents regarding this policy was held in the Autumn term of 2021 during which there were 18 responses across the Federation considered.</b>	
This policy takes full account of the federation's legal obligations and reflects the national aims and priorities included in the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, published in 2019 and updated in September 2021. This document can be accessed by clicking the link below:  <a href="https://publishing.service.gov.uk">Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)</a>	

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At The Federation of Follifoot & Spofforth CE Primary Schools our vision is:

## **Together we Love, Learn & Thrive**

### **LOVE**

We nurture each individual, build positive relationships with everyone and value their uniqueness.

### **LEARN**

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

### **THRIVE**

We develop children socially, emotionally, physically and spiritually, help them to be the best versions of themselves and prepare them well for their future lives in a diverse world.

### **Our vision translates directly into this policy in that;**

All children will be treated kindly and in a nurturing fashion recognising their uniqueness and inherent value. Our provision will help children understand that love is the foundation of all relationships both platonic and intimate. They will know God's love is inclusive of all.

We aim to educate our children in such a way that they are able to give consideration to and responsibility for their choices and actions. We aim to develop an awareness, understanding and respect for self, including self-confidence and self-esteem, as well as respect for others and their views. We expect the children to conduct themselves in a kind, thoughtful and productive manner that recognises and celebrates diversity and difference.

All children have the opportunity to thrive in a safe welcoming and inclusive environment. We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to thrive in a loving and hospitable community, in accordance with our vision ensuring we recognise each child as a child of god.

### **Equality & Diversity**

The Federation of Follifoot & Spofforth CE Primary Schools welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

## Public Sector Equality Duty (2011)

Both schools pay due regard to the need:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. Our curriculum and all its associated plans will fully take into account our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

### **Definition of Relationships Education:**

The focus in our federation is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts in Early Years with children 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 their early education, children will 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. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content in Key Stage Two, teachers will address online safety and appropriate behaviour in a way that is relevant to children's lives.

Teaching about families requires sensitive and well-judged teaching based on knowledge of children and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

RSE also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through RSE, children will acquire the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In our federation, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. Sexual relationships and puberty are considered at Year 5 and 6.

## **Content**

As outlined in the RSE & Health Education document (DFE), relationships education is split into a series of themes, each with a number of broad outcomes/specific aims which should be achieved by the end of primary school. These are listed in the following sections:

### **Families and people who care for me**

Children should know:

- 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
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### **Caring friendships**

Children should know:

- 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**

Children should know:

- 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

## **Online relationships**

Children should know:

- 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**

Children should know:

- 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, for example family, school or other sources

## **National Curriculum Science**

Key Stage 1 (Years 1 and 2)

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults

Upper Key Stage 2 (Years 5 and 6)

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Organisation, Planning, Delivery and Resources of RSE at Follifoot and Spofforth Federation**

RSE is part of a planned PSHE programme. Class teachers teach RSE. Where appropriate, delivery may be supported by other adults including school support staff and health professionals.

The planned curriculum content including what will be taught and when can be accessed via our PSHE overview and progression documents by strand. These are available on our website and by clicking the link below:

[Curriculum – Personal Social Health Education \(PSHE\) | Federation of Follifoot and Spofforth](#)

The majority of the content is delivered to the whole class at the same time. For some of the content in taught in years 5&6, children may be taught for parts in their gender groups. An example of this would be when learning about menstruation, where all children hear the same content but are taught in smaller groups giving them the opportunity to ask questions confidently,

The federation follows a graduated, age-appropriate programme. Teaching takes account of the developmental differences of children. The aim is to ensure children learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe. Key aspects of this curriculum area also include:

Year 1 and 2 children being taught that female mammals give birth and nurse their young and there are biological differences between male and female. They are taught to understand that there are parts of the body which are private and who to go to if they are worried about something. To support us in delivering this message we use information from the NSPCC Underwear Rule campaign ([www.nspcc.org.uk](http://www.nspcc.org.uk)).

Year 3 and 4 children being taught about what physical contact is acceptable and unacceptable. They learn the biological language to describe the private parts of their bodies and start to learn how their body and emotions will change as they get older. Children will also learn strategies to deal with feelings in the context of relationships.

Year 5/6 children learn about all male and female body parts and the ways in which boys and girls grow and develop in puberty both physically and emotionally. This unit of work also explains how babies are conceived and changes in a woman's body during pregnancy and childbirth. To support us in delivering this aspect of the curriculum we use videos from the 'Busy Bodies' resource which can be found [here](#).

Throughout all year groups children learn about the different types of family unit that exist with modern Britain which includes lesbian, gay and bisexual couples and transgender issues. Teaching staff approach this aspect of the curriculum very sensitively and are aware of how it contributes to children's development, supporting them to develop healthy relationships, keep themselves safe, have factually correct information and the skills to positively manage the physical and emotional changes that will happen as they grow.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing body, in co-operation with the Headteacher, are expected to involve parents, children and young people, and health and other professionals to ensure that Relationships Education addresses the needs of the community, education and health priorities and the needs of children and young people. They will continue their involvement through regular evaluation of it. They will approve the policy and hold the headteacher to account for its implementation.

### **The Headteacher**

The Head teacher has responsibility for the day-to-day management of all aspects of the federation's work, including teaching and learning. The Head teacher's responsibilities in respect of Relationships Education are to:

- liaise with the subject lead for PSHE

- keep the governing body fully informed of issues and progress in Relationships Education
- act upon any concerns which may arise from pupil disclosure during Relationships Education sessions
- manage any requests from parents to withdraw pupils from non-statutory/non-science components of RSE

### **The Subject Lead for PSHE**

The federation has a subject lead for PSHE who is responsible for all aspects of the subject including Relationships Education. In respect of Relationships Education, the subject lead's responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss Relationships Education issues
- consider the needs of all children and to achieve this schools might need to address some specific issues
- consult with children to inform Relationships Education provision
- has access to appropriate training
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included
- liaise with the governing body
- review / update the policy on a two-year cycle or sooner if necessary

### **The class teachers**

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. RSE will be taught by teachers across all year groups as part of the planned PSHE curriculum.

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/non-science components of RSE

### **The children**

The children at the Federation of Follifoot and Spofforth are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **External agencies**

Whilst the responsibility for organising and delivering the Relationships Education programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning. It is essential to ensure that at all times a teacher is present when an external contributor is working with children. The external

agencies that the school currently used are NSPCC and North Yorkshire Police and parents will be informed before sessions using the above or any other providers takes place.

### **Child Protection and Confidentiality**

It is the responsibility of the federation to support its children and to carry out its functions with a view to safeguarding and promoting the welfare of children. In fulfilling this duty, we must have regard to guidance around safeguarding. Whilst children and young people have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Children will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with GDPR.

### **SEND**

Relationships and Sex Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching RSE to those with SEND.

At our Federation, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We acknowledge that Relationships Education and RSE can be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. As with all subjects, we ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **Assessing, Monitoring & Evaluating**

Relationships Education will be assessed in accordance with the School's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of Relationships Education should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide opportunities for children to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve children in discussion about learning objectives and essential knowledge
- Include children as partners in the assessment process e.g. through self-assessment and peer assessment
- Enable children to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion enabling all children to demonstrate their achievement

### **Parents right to withdraw a child**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made **Relationships Education** compulsory in all primary schools. **Sex education** is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.

Because sex education in primary school is not compulsory, the head teacher will comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Parents wanting to exercise this right are invited to see the head teacher or subject lead for PSHE who will explore their concerns. This is likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

## **References**

This policy was compiled with reference to:

The National Curriculum in England: Primary Curriculum 2014

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance)

Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Equality Act 2010