



Relationships Education and Sex Education Policy (RSE)

Ratified: September 2019

To be reviewed on: September 2020

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values. SRE is not about the promotion of sexual activity.

Relationships Education is about 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.

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

1. Rationale

The long-term happiness and well-being of every child is at the heart of all that we do. Our intention is that the children of our schools feel prepared, safe and nurtured. We are committed to promoting pupil well-being through the delivery of an effective sex and relationships education programme. Developing responsible attitudes and behaviour towards sex and relationships, will assist pupils in order to ensure that they stay safe and healthy. Developing a mature and appropriate relationship in line with the distinctive vision of the Trust and its aspirations for all.

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. Schools must comply with the DFE guidelines when teaching Relationship Education and Sex education and Health education. This will put in place key building blocks of healthy, respectful relationships focusing on family and friendships in all contexts including online. High quality teaching of these subjects can help prepare pupils for opportunities, responsibilities and experiences of adult life. They can also promote the spiritual, moral, social, cultural, mental and physical development of pupils.

Our Policy in this regard is based upon the following principles:

- That all children have the right to feel loved, cared for and valued;
- That self-discipline borne out of personal choice, not repression, is the most appropriate approach. To achieve this, the content of the curriculum may include discussions about responsible sex;
- That sexual relationships constitute only a part of life - not the whole - and should be seen in the appropriate context;
- That there is a sanctity in sexuality when applied responsibly towards procreation and the furtherance of a species, and as part of the human spiritual journey;
- That both promiscuity and a preoccupation with the subject are unhelpful and potentially destructive;
- Although sexual desire can be transcended in the advanced stages of devotion to Krishna (God), such an advanced state of mind should not be imitated or assumed by staff or pupils at our school.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools)
- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

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 – 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
5. Ratification – once amendments were made, the policy was shared with the School Stakeholder Committee and ratified

2. Aims and Objectives:

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations

The Relationships and sex education programme will:

- Provide pupils with a knowledge base so that they can understand sexual attitudes and behaviour;
- Help students make informed and responsible decisions related to their sexual well-being;
- Develop self-esteem in young people as a basis for responsible and caring relationships;
- Help young people to be confident about the physical, emotional and moral aspects of sexual maturity;
- Develop knowledge and understanding of relevant topics, eg male and female puberty, menstruation, contraception, AIDS, sexually transmitted diseases;
- To understand that there is a variety of personal relationships and to reflect on the benefits of commitment and stability within relationships, (including non-married committed relationships, same-sex committed relationships etc.); with the prime concern that the children of any relationship should feel perpetually loved, cared for and valued.
- Allow students to explore moral values and family values;
- Develop an awareness of the pressures on young people to behave in certain ways and to help improve confidence in dealing with such pressures;
- Develop personal skills and qualities, eg listening, questioning, communicating, tolerance, empathy;
- Encourage pupils to talk about sex and relationships with their parents/carers.

3. Key Principles

- Sex and relationships education is delivered through curriculum areas, eg Science and Humanities, and through the PSHE programme and topic work within the primary phase. The content and methods used are designed to be appropriate to the age and development of the pupils;
- Our RSE programme is an integral part of our whole school PSHE education provision. We will use the scheme of work from PSHE association and teachers will plan the lessons using the curriculum map and resources from PSHE association.
- Staff must be sensitive to religious beliefs and cultural practices;
- Learning is enhanced by the use of appropriate outside agencies and providers (e.g. theatre groups);

- Staff will support pupils who seek guidance on particular matters, and will refer them to the inclusion team where appropriate. Where issues of Child protection are raised staff must follow the school policy and procedures for Safeguarding Children;
- Where appropriate, parents/carers will be informed when a lesson or series of lessons may cover sensitive issues. Parents/carers will then be made aware of their right to remove their child from such lessons. Parents/carers can only remove their children from the personal and social aspects of the curriculum (learning about respect and respectful relationships) and not the science curriculum which is compulsory (e.g. fertilization).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

By the end of Primary pupils will have learnt about the following topics: (see Appendix 1)

Families and people who care for me
 Caring friendships
 Respectful relationships online relationships
 Being safe
 Mental well-being
 Internet safety and harms
 Physical health and fitness
 Healthy eating
 Drugs, alcohol and tobacco
 Health and prevention
 Basic first aid
 Changing adolescent body

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils have always access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering the law in relation to forced-marriage, female genital mutilation and abortion. It should also cover the concept of, and legislation relating to, equality.

The relationship between PSHE education and other subjects

While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition to the RSE covered in PSHE education, for example, there is also work in the science national curriculum that covers basic human biology and is still statutory in maintained schools. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives. It is also very important to make links with the ICT/Computing curriculum.

As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Equalities Act 2010

Avanti Court will strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationships and sex education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

4. Roles and Responsibilities

Leadership

- Monitor and evaluate the Sex and Relationships Education, Emotional well-being and mental health and health education Policy within the context of the PSHE programme;
- Monitor the quality of teaching and learning related to sex and relationships education;
- Meet with parents/carers to share curriculum and resources.

PSHE Lead

- Develop and ensure that programmes of study cover the required knowledge and skill development related to sex and relationships education;
- Ensure that staff feel supported and have accurate subject knowledge to deliver the programme of study (curriculum from PSHE association)
- Monitor the quality of teaching and learning;
- Ensure that the quality of resources are good or better and up dated regularly;
- Co- ordinate outside agencies to deliver appropriate and relevant topics and
- overseeing arrangements for the relocation of groups.

Teachers

- Have an accurate, up- to- date knowledge and understanding of the topics;
- Set learning objectives and review these within lessons/topics or themes and from lesson to lesson;
- Recognise the different needs of our pupils and set high standards for all learners;
- Plan effectively across and within the teaching sequence, demonstrating an awareness of the need for pace and variety;

- Plan lessons to support a diversity of learning styles;
- Help pupils to reflect on their own learning and identify the next steps for improvement;
- Children with SEND are able to access the SRE curriculum according to their needs
- Reflect on and evaluate the effectiveness of their teaching and make changes where necessary;
- Create a classroom environment which is conducive to learning and ensure that students feel safe when discussing sensitive topics;
- Manage the use of support staff sensitively and effectively.

Support staff

- Support the class teachers in the delivery of the curriculum;
- Work flexibly with pupils, as directed by the teacher, taking into account their differing needs and chronological/development stages;

Confidentiality

Teachers conduct sex 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 raise their concerns to the attention of the DSL as a matter of urgency following the protocol in the school's CP policy.

Working with parents/carers

'The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. ' DFE RSE and Health Education 2019.

Avanti Court will work closely with parents when planning and delivering SRE and will ensure that parents know what will be taught and when.

Parents' right to withdraw

According to DFE guidance 2019 parents have the right to withdraw their children from the (non-statutory/non science) components of Sex Education but not the Relationship Education or Health Education.

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

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

Pupils

As well as the core agreed principles of the AST schools, pupils should, as they grow and mature, also be prepared to:

- Take an active interest in their learning;
- Reflect on their own learning by setting and reviewing any personal goals or next steps to help them achieve to the best of their ability;
- Develop their confidence in communicating ideas, questioning their own and others' ideas and evaluating the strengths of others opinions;
- Collaborate positively with other pupils and students and build relationships

- Be willing to accept support and encouragement from parents/carers/tutors/mentors/ outside agencies and other staff;
- Accept that everyone learns in different ways and at different paces and that we should respect and build on these differences.

School Stakeholder Committee

- Share the Sex and Relationships Education policy annually with the SSC.
- Attend parent's meetings to support the leadership and management of this area.

Training

Staff are trained on the delivery of SRE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as the school nurse or sexual health professionals to provide support and training to staff teaching SRE.

Monitoring arrangements

The delivery of SRE is monitored by the PSHE Lead and CLT through:

- Planning scrutinies, learning walks and through informal observation and written outcomes , pupil discussions and report (part of Headteacher report).
- Pupils’ development in SRE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE Lead, CLT and Year leads. At every review, the policy will be ratified by CLT and shared with the SSC.

Appendix 1:

DFE guidance 2019 – by the end of Primary pupils should know:

Families and people who care for me	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on

	<p>mental wellbeing.</p> <ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

	<ul style="list-style-type: none">• the facts and science relating to allergies, immunisation and vaccination.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.