



<h2>Relationships and Sex Education Policy</h2>	
Governing Board with Responsibility	Full Governing Board
Reviewed/Revised	Autumn 2021
Date of Next Review	Autumn 2022
Agreed by Governors	17.11.2021
Additional Notes	This policy should be reviewed every year or before if there is a request from a member of the Governing Board or Headteacher or if there is a change in legislation.



Introduction

From September 2020 all schools in England and Wales must deliver the mandatory programme of Relationships Education (primary), Relationships and Sex Education (secondary) and Health Education (cross phase) – collectively sometimes referred to as RSHE. Princess Frederica welcomes this development, while also recognising that this is only a partial curriculum within a wider context of Personal, Social, Health and Economic education (PSHE).

All pupils at Princess Frederica should receive high quality teaching and guidance on PSHE education that helps them to stay healthy and safe, with an understanding of their feelings, their rights and responsibilities, their relationships and their bodies. This is a central aim of both the RSE curriculum and the PSHE curriculum.

Princess Frederica, like many other Church of England primary schools, has at its heart a belief that all children are made in the image of God and loved by God unconditionally.

Equalities and Inclusion

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. The nine protected characteristics under the Act are:

1. Age
2. Disability
3. Gender reassignment (gender identity)
4. Pregnancy and maternity
5. Race
6. Religion and belief
7. Sex
8. Sexual orientation



9. [marriage and civil partnership]

Valuing, respecting and honouring the diversity of humanity that has been created by God is central to our commitment to equality and inclusiveness.

“Every person in the school community is a child of God: so at the heart of Christian distinctiveness in schools is an upholding of the worth of each person.” (Valuing All God’s Children, Church of England 2017 p11)

Furthermore, we see at Princess Frederica that ‘Valuing All God’s Children’ is a fundamental Christian principle of valuing each and every child and family in their uniqueness outweighing all other differences.

“The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.” (Valuing All God’s Children, Church of England 2017 p11)

It continues:

“If any school is not educating pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination they would be failing in their duty to prepare their pupils to live in modern Britain.” (Valuing All God’s Children, Church of England 2017 p12)

Members of minority groups and/or those who are perceived in some way to be different may have an increased vulnerability to harassment, bullying and exclusion, and also, therefore, to a host of personal and emotional risks. Active teaching should challenge false norms, stereotypes and prejudice, and should present and explore our diverse society so that pupils develop an acceptance of and value for difference. This must be linked to our Christian commitment to providing a community that welcomes all. Safeguarding, tackling and acting to prevent bullying, support for individual needs and effort to support developing identities are all central to this. Indeed all these elements are encompassed within the new mandatory curriculum.

All curriculum work and debate must be respectful to all groups within the protected characteristics, whether present or not present in the classroom.

“We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.” (Valuing All God’s Children, Church of England 2017, Foreword by The Most Revd and Rt Hon Justin Welby, Archbishop of Canterbury)



Aims

The aims of Relationship and Sex Education (RSE) at Princess Frederica are to:

- Enable children to understand how to keep themselves and others safe.
- Develop the personal skills needed by pupils for them to establish and maintain relationships.
- To recognise and understand what a healthy relationship looks like.
- To be able to form healthy relationships ensuring respect and dignity for themselves and others.
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships.
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty by giving them an understanding of the importance of health and hygiene

Relationship Education and Sex Education: Definitions

Relationship Education: The fundamental building blocks and characteristics of positive relationships- both virtually and in person- with particular reference to friendships, family relationships, and relationships with other peers and adults. It includes learning about key aspects within a relationship such as care and respect and how to act and know what to do if these are absent and both self-respect and happiness is being impacted.

Sex Education: Developing an understanding of the biological changes experienced by humans before they are experienced so helping children to cope better with these changes. Children will learn about reproduction as well as the feelings and emotions that accompany a healthy and safe intimate relationship. All of this will equip children to feel confident about these areas by using the correct biological language.

Sex Education

Princess Frederica has always taught sex education. The new guidance has led us to think carefully about what is taught and where it is taught with four key aspects guiding thinking. These considerations are: Age, Physical and Emotional Maturity, Religious and Cultural Backgrounds and Special Educational Needs and Disabilities. This is combined with DFE guidance, some of which is included below to indicate considerations made when deciding on what will be taught and when.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from



birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

The Curriculum

The curriculum will be reviewed and updated as and when this is needed. The curriculum design has been guided by links with the I:Space PSHE tool. Teachers use objectives and books outlined as a stimuli and always take into account the needs and feelings of the children they are teaching.

RSE within the Curriculum

At Princess Frederica RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing and PE. Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Caring friendships
- Safe relationships with adults and peers
- Online relationships
- Family relationships (including what different families might look like)
- Consent and personal boundaries
- Healthy intimate relationships

The following grid gives a long-term overview of what will be taught in different year groups and whether it falls into Relationship Education or Sex Education (and whether the Sex Education taught falls into PSHE or Science). Links are also made where Relationship Education or Sex Education are taught in other subject areas.



Subject: Personal, Social and Health Education (PSHE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Wellbeing: Identifying our emotions	Confidence: Inner confidence	Mental Health: Feelings: happiness, sadness, anger, fear	Relationships: - Families - Consent	Citizenship: Choices, communities and rules	Diversity: What makes us special
Year 1	Wellbeing: Mindfulness	Confidence: Self-love and insecurities	Mental Health: Feelings: worry, loss, grief, gratitude	Physical Health: Healthy food choices and oral health Relationships: Friendship	Citizenship: - Safety - Environment	Diversity: -Cultural diversity -Gender stereotypes
Year 2	Wellbeing: Personal choices to improve our mental health	Confidence: Self-belief Science: Exercise Balanced diet Hygiene	Mental Health: Feelings: anxiety, envy, determination, empathy	Physical Health: - Where our food comes from - Exercise Relationships: Secrets, boundaries, and keeping safe	Citizenship: - Economic equality and fairness - How to engage in debate	Diversity: - Freedom to live without discrimination - The power of our words

Year 3	Wellbeing: Growth mindset and setting goals Science: Nutrition How exercise affects our muscles and skeleton	Character Building: Foundations for building a good character Confidence: Self-esteem	Mental Health: Happiness	Physical Health: Fitness Relationships: Identifying the different relationships we have	Citizenship: Democracy, rules, rights and responsibilities	Diversity: Immigration
Year 4	Wellbeing: Gratitude	Character Building: 'Good' and 'bad' citizens Confidence: Recognising self-esteem and confidence in others (including well known figures)	Mental Health: - Normalising positive and negative emotions - How to use positive self-talk	Physical Health: Sleep and mood Relationships: - Violence in relationships (friendships)	Citizenship: Managing money and where money comes from Science: Teeth and how to care for them	Diversity: Disabilities (One lesson on periods for girls)



Year 5	Diversity: Racism	Confidence: Body confidence and appearance	Mental Health: Empathy and listening	Physical Health: Sugar Relationships: Managing conflict and seeking help	Citizenship: - Road and rail safety - First aid - Risk-taking	Puberty/sex ed: Physical and emotional changes and how to stay healthy during puberty
			Science: Reproduction in plants and other living things			Science: Changes experienced during puberty
Year 6	Wellbeing: Kindness	Confidence: Social media and the digital world	Mental Health: - Bullying (including cyber-bullying) - Coping strategies	Physical Health: Drugs and alcohol Relationships: - Sexual harassment and how to seek help - Personal boundaries	Citizenship: - Anti-social behaviour - Resolving conflicts	Diversity: Gender identity, gender stereotypes, sexuality and homophobia
			Science: Impact of diet, exercise, drugs and lifestyle on our bodies			

Models of Delivery including Progression in Planning

RSE is taught through a planned ‘spiral programme’ ensuring there is progression within what the children are learning about as well as how their experiences are being built on. Children are exposed to ideas through stories from Reception and these concepts are then covered in more depth as they move through KS1 and KS2. By implementing a spiral curriculum, children are able to cover issues and themes more than once, which ensures that all children gain a thorough understanding. This approach benefits from a joined up curriculum but also benefits from a weekly timetabled PSHE lesson from Reception to Year 6 with a commitment of at least 4 lessons per half-term in every year group meaning a minimum of 84 hours of PSHE over 7 years from Reception to Year 6.

Parents/Carers 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. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to children who are withdrawn from sex education.

Roles and Responsibilities

The Governing board

The governing board will discuss approval of this policy at the Full Governing Board meeting after consultation at The Teaching and Learning Committee meeting and following their recommendation. The governing board will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.



The Curriculum Leader

The Curriculum Leader will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing, R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises moving forwards;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;
- report, when requested, to the Governing Board on the success and development of this policy

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

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.

Children



Children at Princess Frederica are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Staff Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

Policy Production

This policy was created by the school lead for PSHE and RSE (Ms Mulry) and the Headteacher (Mr Richards). It has been produced using DFE and LDBS guidance, reference to the PSHE Association and training with numerous organisations. It has been produced after consultation, completed questionnaires and meetings with the following groups:

- Parents and carers with children currently attending Princess Frederica
- Children in Year 6 in June 2020
- All staff at the school in June 2020

The RSE policy has been created with similar development work on the PSHE curriculum and alongside the introduction of I:Space, a tool that supplements the PSHE curriculum at Princess Frederica.

Appendix A: The Equality Act 2010 Link: http://www.legislation.gov.uk/ukpga/2010/15/contents/enacted
<p>The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. The nine protected characteristics under the Act are:</p> <ol style="list-style-type: none">10. Age11. Disability12. gender reassignment (gender identity)13. pregnancy and maternity14. race15. religion and belief16. sex17. sexual orientation18. [marriage and civil partnership] <p>The categories of people covered by the schools provisions are:</p> <ul style="list-style-type: none">• prospective pupils (in relation to admissions arrangements).• pupils at the school (including those absent or temporarily excluded).• former pupils (in respect of conduct closely associated with their former relationship with the school).



A key provision of the Act is the Public Sector Equality Duty (PSED), which places a general duty on public authorities (including schools) to be proactive in addressing inequalities.

The Duty requires schools to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any conduct that is prohibited under the Act.
- advance equality or opportunity between those who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

Part 6 of the Equality Act, which applies to all maintained schools and academies, makes it

unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in various respects, including:

- in relation to admissions.
- in the way it provides education for pupils.
- in the way it affords pupils access to any benefit, facility or service.
- by excluding a pupil.
- by subjecting a pupil to any other detriment.

If someone thinks they have been discriminated against, they may bring proceedings in a court or Employment Tribunal.

Failure to observe the Public Sector Equality Duty could result in enforcement action by the

Equality and Human Rights Commission. It could also put schools and other establishments at risk of challenge on grounds of discriminatory practice, not to mention failing to prevent the negative effects of prejudice and discrimination on children.

The effect of the PSED is to require schools to have regard to the matters it addresses in both their policy making and in their decision making in individual cases, consciously considering the need to comply with the Duty not only when a policy is developed but also when it is implemented.

The implications of the PSED in relation to the elimination of harassment and the fostering of good relations make it clear that schools and other establishments must address bullying and prejudice related incidents based on a protected characteristic, such as racism or homophobic bullying. The expectation in law is not only for schools and establishments to respond when an incident occurs but also to take steps to try and prevent those incidents from occurring or escalating. Schools and establishments can only do this if they have a sense of what is happening in their environment, effective procedures which staff understand and support, and a leadership that creates a culture of trust and respect.

This policy should be read in reference to the following policy:

- Child Protection and Safeguarding Policy