



Relationships and Sex Education Policy

As of September 2020, all primary schools in England are required to teach 'Relationships Education' due to the amendments introduced to the Children and Social Work Act 2017. Relationships Education is learning about the emotional, social and physical aspects of relationships, which will support young people to stay safe. For our pupils at John Ball, this will include providing age-appropriate sex education in Key Stage 2. Relationships Education is especially pertinent right now as children are growing up in an increasingly complex world and are living their lives seamlessly on and offline.

Although this presents many positive and exciting opportunities, it also poses risks and brings forth challenges. Relationships Education will therefore empower our pupils with the information, skills and positive values to have safe, fulfilling relationships in today's society and to support informed decision-making. It will also give pupils the opportunity to explore and respect their own and others' opinions, attitudes and values.

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| Date agreed by Governors | September 2020 |
| Signed on behalf of Governors | <i>Louise Atkias</i> |
| Date for next review: | September 2022 |

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In this policy you will find the following acronyms:

| Acronym | Meaning |
|---------|---|
| SRE | Sex and relationships education |
| PSHE | Personal, social, health and economic education |
| CPD | Continued professional development |

1. Our aims for Relationships Education

1.1 All adults will work towards achieving these aims for Relationships Education in our school.

We seek to enable our children to:

- develop interpersonal and communication skills and knowledge and understanding around healthy, equal and safe relationships and choices.
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop an understanding of the many varied types of stable relationships and family lives, including marriage, as positive environments for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- recognise and avoid exploitative relationships
- value, care for and respect their bodies access additional advice and support

1.2 At John Ball, we believe that:

- High quality Relationships Education is an entitlement for all pupils. Relationships Education must be accurate and factual, covering a comprehensive range of information about relationships in order to make informed choices.
- Relationships Education must be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences.
- Relationships Education must promote a critical awareness of the different attitudes and views relationships within society such as peer norms and those portrayed in the media.

2. Entitlements of children, staff and families

2.1 Children are entitled to:

- A well-planned, well-delivered Relationships and Sex Education programme, which is age appropriate and flexible to cater for their changing needs over time.
- Know their rights and to be clearly informed about where and how to access information, support and local services.
- Opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be informed about issues of confidentiality and how it affects them.

- A provision of a safe learning environment where they can ask questions and have their views and ideas received in a respectful and non-judgmental manner.
- Be involved as participants, advocates and evaluators in developing good quality provision of Relationships Education.

2.2 Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of Relationships Education and opportunities to share good practice.
- Contribute their views and ideas in support of the development of Relationships and Sex Education for children.
- Professional guidance and support.
- Be informed about issues of confidentiality and procedures to be followed.

2.3 Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information on how and when SRE is taught.
- Understand their rights and responsibilities in relation to SRE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

3. Working alongside the school values

3.1 Our work in Relationships Education is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.

- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

3.2 Other school policies that are relevant to our provision of Relationships Education include: PSHE and Citizenship, Safeguarding and Child Protection, Science, Behaviour for Learning, Anti-Bullying and Inclusion.

4. National context

4.1 Relationships Education is part of the wider agenda of promoting positive relationships for young people to which many individuals and organisations in our community contribute.

4.2 Our Relationships Education Policy contributes to meeting local and national priorities and is wholly consistent with strategies and legislations such as:

- Every Child Matters
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- Safeguarding and Child Protection Section
- Education Act 1996
- Learning and Skills Act 2000
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (July 2019)

5. Curriculum Delivery

5.1 We consider Relationships Education to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of Relationships Education.

5.2 The objectives of the Relationships Education Curriculum will be taught in:

- PSHE through designated lessons and specific units of work.
- Other Curriculum areas, especially Science, English and Religious Education.
- Enrichment activities, especially through our assembly programme, social skills groups and involvement in school trips.
- Specific content on SRE will be taught in Year 5 and revisited in Year 6.

5.3 The key areas of learning will be:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

5.4 The curriculum will tackle issues such as:

- talking about emotions
- online safety
- body image
- consent and harassment (in an age-appropriate way)
- stereotypes
- respect and self-respect
- tolerance and trust

5.5 We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice.

5.6 All staff are encouraged to access support from colleagues where necessary.

5.7 The Relationships Education curriculum, including Sex Education, will primarily be delivered by class teachers. Those delivering the curriculum will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs. They will be supported in their planning and delivery by the PSHE Coordinator, who will also plan CPD to meet staff needs.

6. Resources

6.1 We will use and carefully select a range of resources including from the PSHE Association, The Christopher Winter Project) and Sex Education Forum that are consistent with our curriculum. We will avoid a 'resource-led' approach to delivering lessons, instead focusing

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on the needs of the children and our planned learning objectives.

6.2 We will select resources which:

- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for Relationships Education.

7. Inclusion

7.1 We wholeheartedly believe that relationships education must be positively inclusive in terms of gender, sexual orientation, disability, special educational needs, ethnicity, culture, age, religion or other life-experiences. We value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

7.2 In order to ensure the curriculum meets the needs of all:

- The curriculum will be taught without bias towards or against a particular lifestyle.
- We will accept and celebrate difference in a judgement-free environment.
- We will encourage respect and discourage abuse and exploitation.

7.3 In relation to those with special educational needs or disability, we will review our curriculum to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour and self-esteem.
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

8. Use of Visitors to Support Relationships Education

8.1 We believe that Relationships Education is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may

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enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

8.2 We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that whilst in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute, will be discussed and agreed with the class teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

8.3 The member of staff responsible for booking the speaker will complete the 'checklist for visiting speakers' (see Appendix)

8.4 A visiting speaker register (See Appendix) is kept on file in the office. It is the responsibility of the responsible staff member above to ensure that this is updated at time of booking and the post evaluation box is completed after the event.

9. Confidentiality

9.1 Staff are unable to offer absolute confidentiality.

9.2 We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.

9.3 Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

9.4 Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves

offering a greater level of confidentiality to children than school staff are able to give.

9.5 Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

10. Safeguarding and Child Protection

10.1 We recognise that because effective Relationships Education may alert children to what is appropriate and inappropriate behaviour, there is an increased possibility that a disclosure relating to abuse may be made.

10.2 All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

10.3 There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

11. Working with Parents/Carers and our School Community

11.1 Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up.

11.2 We recognise that many children turn to their parents and carers to receive information and ask questions about relationships. We therefore seek to work in partnership with parents and carers when planning and delivering the relationships education curriculum.

11.3 We will encourage this partnership by:

- Informing parents and carers of the curriculum on the annual Curriculum Information Sheet.
- Gathering parents' views on this policy and taking these into account when it is being reviewed.
- Informing parents and carers about the Relationships Education programme as their child joins the school through the school prospectus/handbook.
- Providing supportive information about parents' role in Relationships and Sex Education.
- Inviting parents to discuss their views and concerns about Relationships and Sex Education on an informal basis.

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12. Sex Education and the Right to Withdraw

- 12.1 Although provision of sex education is non-statutory for primary schools, the DfE highly recommends that they do so.
- 12.2 At John Ball, sex education will be taught as part of Relationships Education (with links to science) from Key Stage 2.
- 12.3 Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.
- 12.4 The curriculum will cover:
- The changes that adolescence/puberty bring.
 - How a baby is conceived and born.
 - To understand in simple terms what is meant by 'consent'.
- 12.5 Parents will be informed by the class teacher in advance of any sex education lessons and about what they will be teaching. This happens for all year groups each September.
- 12.6 Parents and carers **will have the right to withdraw** their children from the elements of Sex Education which is not included in the statutory national curriculum Programmes of Study for Science if they wish, but not from Relationships Education. They will have the option to opt out on **Arbor**.
- 12.7 The school will make alternative arrangements for children whose parents or carers withdraw them.
- 12.8 Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher to discuss the matter.
- 12.9 Parents or carers will be asked to reconfirm their decision to withdraw each time sex education is planned for their child's class/year group.

13. Sensitive Issues

13.1 Puberty: We will teach about puberty from Year 4, in accordance with our Curriculum for Relationships and Sex Education within PSHE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of pupils separately to ensure they receive appropriate information at these age groups. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

13.2 Contraception: We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to various guidelines and the PSHE Association for responding to these questions. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life. We have also decided to address this issue directly in very broad terms in Sex Education lessons as part of our PSHE curriculum in Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception. There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

13.3 Abortion: We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

13.4 Sexually Transmitted Infections (STI's) and HIV/AIDS: We will not teach directly about STI's, however we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather

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than in a whole class discussion.

- 13.5 **Sexual Identity and Sexual Orientation:** We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. Teaching around lesbian, gay, bisexual and transgender (LGBT) issues will be delivered by providing accurate definitions in SRE sessions and exploring attitudes to LGBT people and gender stereotyping. Discussions of the sexual act will only be held with reference to reproduction using age appropriate materials in Year 6. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

14. Monitoring, Evaluating and Reviewing Our SRE Policy

- 14.1 Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the SLT to work towards the delivery and reflection of the entitlements and the provision of the SRE curriculum.
- 14.2 We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality SRE for our children.
- 14.3 The Policy will be formally reviewed every three years. The next review will take place in 2022.

Appendix 1: Checklist for Visiting Speakers

| | | |
|----|---|-------------|
| 1 | Name of staff member responsible for booking the Visiting Speaker | |
| 2 | Name of Visiting Speaker | |
| 3 | Visiting Speaker contact details | |
| 4 | Date of presentation | |
| 5 | Audience details | |
| 6 | Confirm that: - The Visiting Speaker Policy has been sent to the Visiting Speaker | |
| 7 | Details of Visiting Speaker's presentation/talk | |
| 8 | Detail of research undertaken on Visiting Speaker (i.e. check the internet for any recently published reports, statements of speeches made by the individual, any reactions or public apologies, etc) | |
| 9 | Are you satisfied that the content seen in response to 8 above is not in any way contrary to the school's Equality Objectives, the ethos of inclusion of the school, British values or any concern in relation to the Prevent Duty? If such concern exists, refer the matter to the Headteacher. | |
| 10 | Who will be responsible for the Visiting Speaker whilst they are on site? | |
| 11 | Enhanced DBS certificate details | DBS Number: |

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| | | Date of issue: |
| 12 | Confirm the Risk Assessment form has been completed and a copy provided to the Deputy Headteacher | |

Signature of member of staff responsible for organising and liaising with Visiting Speaker:

Signed:

Date:

Signature of Designated Safeguarding Lead:

Signed:

Date:

Return completed form to Deputy Headteacher

Appendix 2: Visiting speaker register

| Name of Visiting Speaker | Date of presentation /talk | Content of presentation/talk | Name of organiser | Post-talk evaluation – any concerns? |
|--------------------------|----------------------------|------------------------------|-------------------|--------------------------------------|
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Signature Certificate

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Document signed by:

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