



Hertford St Andrew Relationships and Sex Education Policy

Name of school: Hertford St Andrew School

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Member of staff responsible: Miss Sophie Perry

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Relationships and Sex Education Policy

At Hertford St Andrew C of E School, we believe that effective Relationship and Sex Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. Relationships and Sex Education will reflect the values of our Church school ethos, PSHE and Citizenship programme.

RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with

others;

- To help pupils understand their sexual feelings and behaviour, so they can lead

fulfilling and enjoyable lives;

- To help pupils develop skills (language, decision making, choice, assertiveness) and

make the most of their abilities.

- To provide the confidence to be participating members of society and to value

themselves and others;

- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the

influences of their peers and the media

- To respect and care for their bodies
- To be prepared for puberty and adulthood

Definition of Relationships and Sex Education

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Current RSE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools.

In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented.

It is good practice for academies, free schools, colleges and independent schools to have a policy on RSE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and SRE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. Parents do not have the right to withdraw their child/children from statutory coverage.

The National Curriculum Science Curriculum coverage is as follows:

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

- Explore and compare the differences between things that are living, dead, and things that have never been alive;
- Notice that animals, including humans, have offspring which grow into adults;

Year 5

- 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

Year 6

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) require that state-funded schools ensure that within Relationships and Sex Education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

RSE and statutory duties in school

Since September 2020, Relationships and Health Education for primary pupils has been compulsory. (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE 2019).

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

As a Church of England school, we are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: "I came that they might have life, and have it abundantly." The Church of England Education Office have published *Valuing all God's Children*, which provides us with guidance in challenging homophobic bullying and in how to "offer a safe and welcoming place for all God's children". (Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying. Second Edition. Autumn 2017)

What specific Relationships and Sex Education learning intentions are taught at Hertford St Andrew in each year group?

The grid below shows specific RSE learning intentions for each year group in the Jigsaw 'Changing Me' Puzzle.

Content indicated by * is the only aspect of the RSE curriculum that parents/carers may withdraw their child from. All other aspects are statutory.

Year Group	Piece Number and Name	Learning Aims
1	Piece 4 Boys' and Girls' Bodies	Pupils will be able to: <ul style="list-style-type: none"> Identify parts of the body that make boys different from girls and use the correct name for these: penis, testicles, vagina <i>Respect my body and understand my parts</i>
2	Piece 4 Boys' and Girls' Bodies	Pupils will be able to: <ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct name for parts of the body: penis, testicles, vagina and appreciate that some parts of the body are private <i>Tell you what I like/don't like about being a boy/girl</i>
3	Piece 1 How Babies Grow	Pupils will be able to: <ul style="list-style-type: none"> Understand that in animals and humans, lots of changes happen between conception and growing up and that usually it is the female that has the baby <i>Express how I feel when I see babies or baby animals</i>
	Piece 2 Babies	Pupils will be able to: <ul style="list-style-type: none"> Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow <i>Express how I might feel if I had a new baby in my family</i>
	Piece 3 Outside Body Changes	Pupils will be able to: <ul style="list-style-type: none"> Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process <i>Recognise how I feel about these changes happening to me and know how to cope with those feelings</i>
	Piece 4 Inside Body Changes	Pupils will be able to: <ul style="list-style-type: none"> Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up <i>Recognise how I feel about these changes happening to me and how to cope with these feelings</i>
4	Piece 2 Having a Baby	Pupils will be able to: <ul style="list-style-type: none"> Correctly label the internal and external parts of male and female bodies necessary for making a baby <i>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</i>
	Piece 3 Girls and Puberty	Pupils will be able to:

		<ul style="list-style-type: none"> Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this <i>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</i>
5	Piece 2 Puberty for Girls	Pupils will be able to: <ul style="list-style-type: none"> Explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally <i>Understand that puberty is a natural process that happens to everybody and that it will be ok for me</i>
	Piece 3 Puberty for Boys and Girls	Pupils will be able to: <ul style="list-style-type: none"> Describe how boys' and girls' bodies change during puberty <i>Express how I feel about the changes that will happen to me during puberty</i>
	* Piece 4 Conception	Pupils will be able to: <ul style="list-style-type: none"> Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby <i>Appreciate how amazing it is that human bodies can reproduce in these ways</i>
6	Piece 2 Puberty	Pupils will be able to: <ul style="list-style-type: none"> Explain how girls' and boys' bodies change during puberty and understand the importance of looking after ourselves both physically and emotionally <i>Express how I feel about the changes that will happen to me during puberty</i>
	Piece 3 Girl Talk/Boy Talk	Pupils will be able to: <ul style="list-style-type: none"> Ask the questions they need answered about changes during puberty <i>Reflect on how I feel about asking the question and about the answers I receive</i>
	* Piece 4 Babies – Conception to Birth	Pupils will be able to: <ul style="list-style-type: none"> Describe how a baby changes from conception through the nine months of pregnancy, and how it is born <i>Recognise how I feel when I reflect on the development and birth of a baby</i>
	Piece 5 Attraction	Pupils will be able to: <ul style="list-style-type: none"> Understand how being physically attracted to someone changes the nature of the relationship <i>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</i>

Withdrawal from SRE lessons

From September 2020, when Relationship and Health Education becomes a compulsory part of the primary curriculum, parents/carers may only withdraw their children from the parts of the curriculum which are included in the statutory National Curriculum for Science. This means that a child may be withdrawn from the RSE, human reproduction (conception) lesson only, as they will have the opportunity to learn about mammalian reproduction within their science lessons.

Those parents/carers wishing to exercise this right are invited in to see the class teacher, Head teacher and/or PSHE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education which includes teaching children about changes to their bodies, menstruation and puberty. Relationships and Sex Education topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Working with parents and carers

The government guidance on RSE (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. At Hertford St Andrew, we wish to build a positive and supporting relationship with our parents through mutual understanding, trust and cooperation. The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw Sex and Relationship programme. Parents and carers are given the opportunity to find out about and discuss the Jigsaw Sex and Relationships programme through:

- * Parents'/carers' information meetings
- * Information leaflets/displays
- * Policy consultation

We aim to respond sensitively to any comments or questions should they arise.

Links to other policies and curriculum areas

We recognise the clear link between the Jigsaw Relationships and Sex programme and the following policies. Staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- PSHE Policy
- Equal Opportunities Policy
- Child Protection Policy
- Behaviour Policy
- eSafety Policy

Monitoring, evaluating and training.

Monitoring is the responsibility of the Head teacher, RSE Lead and named governor. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, questionnaires to teachers and children and feedback from parents. Pupils are given

the chance to reflect on the Jigsaw PSHE programme including the Relationships and Sex Education section through termly pupil voice and discussion with Governors and the RSE Lead. The School Council meet regularly to evaluate all aspects of the school curriculum.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. Parents will be notified of any change to the policy. All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Senior Lead for Child Protection who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.