

# **Annemount School Relationships and Sex Education Policy**

This policy applies to the whole school including EYFS

#### The Aims

- Provide a framework in which sensitive discussions can take place
- Encourage pupils to develop feelings of self-respect, confidence and empathy
- Help children to understand the consequences of their actions and behave responsibly within relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils the importance of health and hygiene
- Create a positive culture around issues of relationships and sexuality, including the importance of family for the care and support of children
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Annemount School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We offer pupils a carefully planned age-appropriate programme in line with the National Curriculum which includes human development, relationships, identity and family life within a safe, comfortable and relaxed atmosphere.

These aims compliment those of the Science curriculum in EYFS and KS1.

#### **Statutory Requirements**

As an independent school we must provide *relationships education* to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide *sex education*; however, we do need to teach the names of parts of the body contained in the KS1 Science curriculum which in turn will empower children with an understanding to safeguard themselves.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

#### Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### Curriculum

Our RSE curriculum is embedded within our PSHCE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate, informative and supportive manner.

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **Delivery of RSE**

Teachers at Annemount should deliver information around relationships education factually and avoid any subjective or prejudicial interpretation or commentary.

As part of RSE, pupils will be taught about the importance of strong and mutually supportive relationships within and outside marriage for family life and bringing up children. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see Appendix 1 for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including assemblies and break times such as the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school.

## Science Curriculum

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

## Teaching and Learning including delivery of the RSE curriculum

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

#### **Roles and Responsibilities**

#### The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach
  effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis

#### Staff

All 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 components of RSE

Class teachers are responsible for teaching RSE at Annemount.

Teachers will reply to, and answer children's questions sensitively and openly. They will ensure that balanced information is provided which will take the different faiths' views into account. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

#### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **Parents**

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this
  includes providing opportunities for parents to view the resources that are used in
  lessons
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education. However specific sex education is not delivered to pupils at Annemount due to their age.

 A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

## Parents' 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 components of sex education within RSE, this however is not taught at Annemount due to the age of our pupils.

The science curriculum includes content on human development, which there is no right to withdraw from.

## Confidentiality

Teachers conduct RSE education lessons in a sensitive manner. 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 outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead (DSL) responsible for child protection as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

### **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

#### **Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

#### **Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Annemount complaints procedure if they feel things are not resolved.

## **Monitoring arrangements**

The delivery of RSE is monitored through planning scrutiny, learning walks and lesson observations.

Class teachers monitor progress within the RSE curriculum as part of our PSHCE internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the staff, and consider the views of parents or carers and pupils.

## **Further policies**

In conjunction with this policy, please also see:

- Behaviour and Anti--Bullying Policy
- Safeguarding Children Policy
- Online Safety Policy
- PSHE Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

https://www.gov.uk/government/news/relationships-education-relationships-and-sexeducation-rse-andhealth-education-faqs

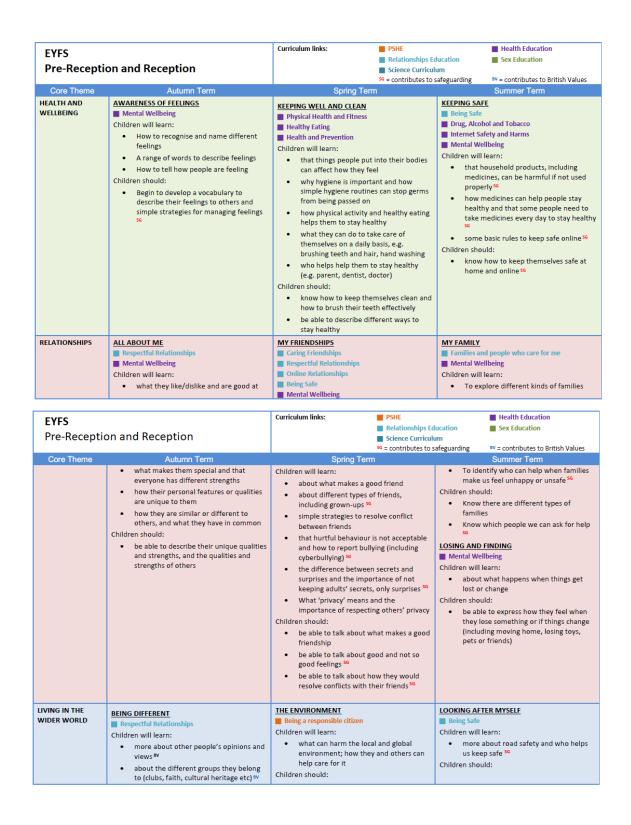
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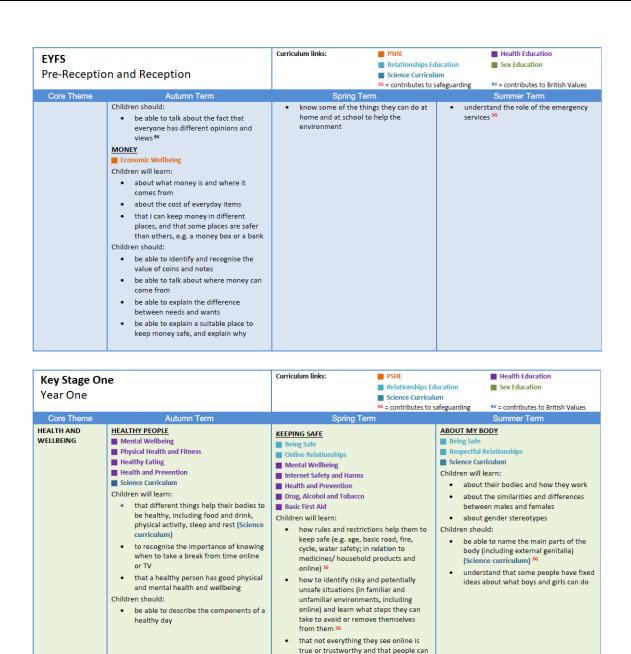
As part of the initial review parents were consulted and any feedback considered.

# Appendix 1: Curriculum map

# PSHCE and RSE curriculum map

Year Group	Autumn Term	Spring Term	Summer Term	
EYFS	Awareness of feelings	Keeping well and clean	Keeping Safe	
2110	All about me	My friendships	My family	
	Being different The Environment		Losing and finding	
	Money		Looking after myself	
Year One	Healthy people	Keeping safe	About my body	
	All about my feelings	Making and breaking friendships	Exploring our families	
	Money, shopping and saving	Coping with conflict	Global food	
		Special days		
Year Two	Emotions and feelings	Healthy Lifestyles	Drug Education - Smoking & Basic First Aid	
	Peer influence/pressure	Safe Relationships	Keeping safe	
	Me and my community	Where do things come from?	Different Families	
			Aspirations	
			Managing money	

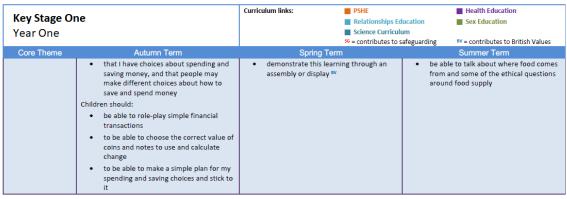


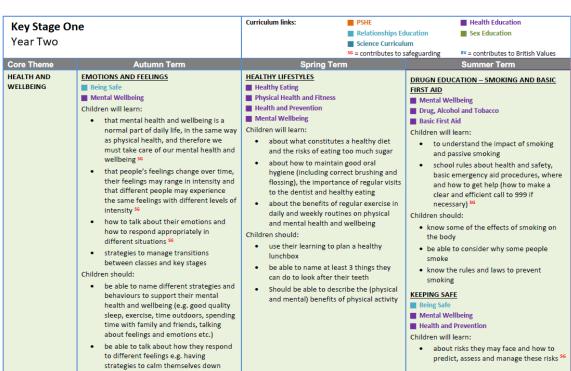


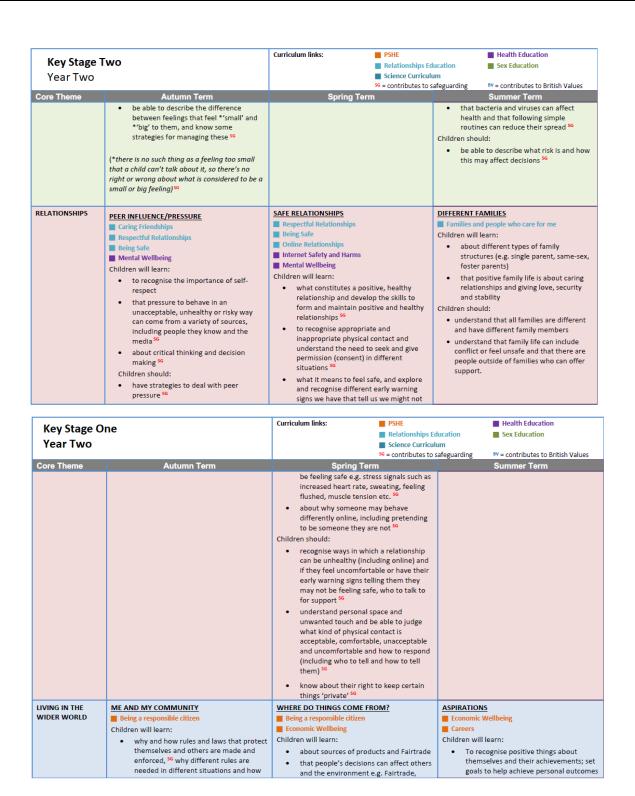
pretend to be someone they are not <sup>56</sup> how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an

<b>Key Stage One</b> Year One		Curriculum links: PSHE Relationships E Science Curricu  50 = contributes to		m	■ Health Education ■ Sex Education  BV = contributes to British Values
Core Theme	Autumn Term	emergency; how say <sup>56</sup> • How to keep safe from sun damage Children should: • recognise that th responsibility for	ney share a keeping themselves when to say, 'yes', 'no', ell' <sup>56</sup>		Summer Term
RELATIONSHIPS	ALL ABOUT MY FEELINGS  Caring Friendships Respectful Relationships Mental Wellbeing Children will learn:  to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings  about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good 16	MAKING AND BREAKIN  Caring Friendships  Mental Wellbeing Children will learn:  about when frier people move aw Children should:  understand abou associated with t  COPING WITH CONFLIC Caring Friendships Respectful Relationship Mental Wellbeing Internet Safety and Hai	ndships break up, or ay  It the feelings this **  T	Families au Being Safe Children will  about famili worri atten these to ide friend speci	learn: t people who look after them, the y networks, who to go to if they a ed and how to attract their tion <sup>50</sup> , ways that pupils can help people to look after them entify their special people (family, 15, carers) and what makes them al and how special people should for one another <sup>50</sup> pabies need care and attention in order to calm them if they are
Key Stage C Year One	ne	Curriculum links:	PSHE Relationships Ed Science Curriculu 66 = contributes to s	ım	■ Health Education ■ Sex Education  ■V = contributes to British Values
Core Theme	Autumn Term     to recognise when they need help with feelings, that it is important to ask for	Children will learn:	g Term	Children sho	Summer Term ould:









<b>Key Stage One</b> Year Two		Curriculum links:	■ PSHE	Health Education
			Relationships Edu	ucation Sex Education
		Science Curri		
ave Thomas	Autumn Term	Continu	se = contributes to sa	
Core Theme	to take part in making and changing rules "V"  that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment "V"  about school and local democracy "V"  Children should:  show an understanding of the role of a school councillor "V"  resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices "V"	buying single-use charity Children should: • be able to explai	nd environmental //products	That there are a broad range of differe jobs/careers and that people can have more than one career/job during their life  Children should:  Be able to consider their unique skills and attributes  Be able to talk about the jobs/careers they are familiar with  MANAGING MONEY  Conomic Wellbeing  Children will learn:  about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important  Children should:  be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments  begin to understand that different people have different attitudes to, and feelings about, saving and spending money