



IRONSTONE ACADEMY TRUST

Relationships and Sex Education Policy

ISSUE DATE: SEPTEMBER 2020 POLICY ISSUED BY IAT (IRONSTONE ACADEMY TRUST) FOR DISSEMINATION TO ALL IAT SCHOOLS.

REVIEW DATE: SEPTEMBER 2024

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Review Date	Changes made	Ratification Date by TRUSTEES (TO BE NOTED BY LGBS)
October 2020	Adapted to Normanby	
March 2022	Review by CEO	
September 2023	Review by Trust	

1. This Policy applies equally to all schools within our Trust, Nunthorpe Primary, Normanby Primary, Ormesby Primary, Overfields Primary, Riverdale Primary and Zetland Primary.

This policy was developed in response to:

- Keeping Children Safe in Education
- Relationships Education: Relationships and Sex Education (RSE and Health Education - Statutory guidance 2019)
- Equalities Act 2010
- Children and Social Work Act, 2017
- DfE (Department for Education) (2013) Science programmes of study: key stages 1 and 2.

It was developed by Ironstone Academy Trust RSE Subject leads, as an initial draft, prior to the approval of the IAT Board of Trustees.

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding policy
- Behaviour policy
- SEND (Special Educational Needs and Disabilities) policy
- Equal opportunities policy
- Anti-Bullying policy
- Online safety policy

2. The consultation process that created this document involved:

Consultation, agreement, and implementation of policy by school, staff, children, and parents/carers at each school within the Trust.

3. What Is the Purpose and Vision for Relationship Education?

What is Sex Education at Primary School?

At Ironstone Academy Trust, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education which must be delivered to every primary aged pupil. Schools also have the option to decide whether pupils are taught sex education.

Relationships Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health, and relationships. It is lifelong learning about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. It is a key part of our Personal, Social and Health Education (PSHE) and Social, Moral, Social and Cultural (SMSC) provision, and is an important aspect of preparing our children for life in Modern Britain.

Relationship and Sex Education at primary school is also about ensuring that children are prepared for learning at secondary school – as well as for the information which they are receiving through the media, online and ‘everyday life’ – delivered in an age-appropriate manner.

All pupils must be taught the aspects of sex education outlines in the science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in plants and animals.

Specifically, within Ironstone Academy Trust, the key areas discussed with children, which goes beyond the KS2 (Key Stage 2) science programme of study are:

- What is sex and reproduction?*
- What are eggs and sperm?*

*Importantly, pupils will be reviewed for maturity and some of the learning opportunities will be based on children’s questions.

A cornerstone of this provision is that it takes place within a safe learning environment and within a ‘spiralling curriculum’ – so children can revisit concepts and topics several times, going deeper each time, across their time at primary school.

The delivery of relationships education coincides with health education and they will be delivered in partnership as part of each schools PSHE curriculum. The curriculum considers the views of teachers, pupils and parents and is informed by issues in the school and the wider community. We consult with parents, pupils, and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Newsletters
- Training & information sessions

4. Principles and Values

In addition, we believe that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g., children living with stepfamilies; those living with same sex parents, children looked after, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation and relationships. The important values are love, respect, tolerance, and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

We see Sex and Relationship Education as having three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning about the nurture of children.
- demonstrating the values of respect, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions, and false assumptions.

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions, and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

5. Aims

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions. Our RSE programme aims to prepare pupils for an adult life in which they can:

- feel confident to ask questions, seek answers and be interested in themselves
- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Organisation and Content of Sex and Relationship Education

Each School specifically delivers sex and relationship education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 (Key Stage 1) and KS2.

Much of the sex and relationship education takes place within PSHE lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The school PSHE Programme and Science National Curriculum are taught in every year group from year 1 onwards.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Pupils are always provided with an opportunity to ask questions anonymously, should the content be more challenging, e.g. puberty or reproduction.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

The School Nurse may also be involved in the delivery of some sessions.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

For specific content of each year group, please see the accompanying document PSHE

Curriculum overview and see your school website, where our curriculum is shared.

7. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head of School. Before lessons which some groups may want to discuss, the content is available for parental/ carers to allow for an opportunity of discussion and clarification.

Pupils with Special Needs

We will ensure that all pupils receive relationship and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Children with significant SEND needs are expected to understand the concepts of RSE at a 'stage appropriate' level and will be supported by specialist staff when appropriate.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter who that relationship is with. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. Such issues often occur outside of PSHE lesson time, e.g. from texts children are reading or TV they may discuss.

Teachers are aware that 'incidental' teaching is key in all aspects of RSE.

8. Right of Withdrawal of Pupils from Sex and Relationship Education

Parents are not able to withdraw children from general PSHE lessons or those focussing upon relationships education. This is detailed in the 2019 DFE (Department for Education) publication 'Relationships Education: Relationships and Sex Education (RSE and Health Education)'. Some parents, however, prefer to take the responsibility for the sex education aspects of education. They have the right to withdraw their children from all or part of the sex education except for those parts included in the statutory National Curriculum (i.e., in science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head of School. Parents and carers are welcome to review any RSE resources the school uses.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

The curriculum is underpinned with key safeguarding elements throughout – teaching children about privacy, rights, and responsibilities in relation to themselves and others.

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head of School/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in monitoring and evaluation exercises led by the Leadership Team and subject coordinator.

The local governing body is responsible for approving, overseeing, reviewing, and organising the revision of the sex and relationship education policy and curriculum. The policy review is built into the annual cycle of key policies which must be revisited by the Governing Body each year as part of this process.

The local governing body will make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed, and well planned.
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Ofsted is required to evaluate and report on personal, spiritual, moral, social, and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy, curriculum and on support and staff development, CPD (Continuing Professional Development) and delivery.

DFE Policy Requirements: all included within this policy.

Signed:

CEO CF

Chair of Governors: