

VAUGHAN PRIMARY SCHOOL

Relationships and Sex Education policy

Date of Policy: Spring 2021
Date of Review: Spring 2022
Next Review: To be reviewed annually

Policy Review Dates

Review Date	Changes made	Shared with staff
Spring 2021	Updated to include statutory arrangements	Spring 2021

This policy should be read in conjunction with the school's, Safeguarding and Child Protection policy, Keeping Children Safe in Education guidance – September 2020, The Teachers Standards, Science policy, Female Genital Mutilation policy, E safety and Acceptable Use of ICT Systems policy, Behaviour policy, Anti-Bullying policy, National Curriculum and Guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Definition:

The Sex Education Forum defines SRE (Sex and Relationships Education) as “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health”.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is sex and relationships education in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 “Not Yet Good Enough” report.
- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996), to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

At Vaughan Primary School we believe our SRE Policy will help to develop the self-esteem and emotional wellbeing of our pupils.

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Vaughan Primary School, our staff and governors believe that it is imperative that we teach our pupils the basics so that they form worthwhile and satisfying relationships, which are based on respect for themselves and for others, and to receive a grounding that will prepare them for the teenage and adult years ahead.

Aims of the policy:

- To provide a framework in which sensitive discussions can take place
- To provide a stimulating and supportive learning environment where pupils can develop their feelings of self-worth and confidence in their relationships with others.
- To help them to develop skills such as valuing themselves as unique individuals; keeping themselves and others safe and healthy; communication; decision making, self-respect, confidence, empathy and assertiveness; knowing how and where to go to gain information and support.
- To prepare our pupils for adult life by supporting them through their physical, emotional and moral development and help them to understand themselves and others, and form and sustain healthy relationships. This includes teaching the importance of health and hygiene.
- To teach pupils the correct scientific vocabulary to describe themselves and their bodies.
- It is not about the promotion of sexual orientation or sexual activity.

How we will achieve these aims:

- We will achieve these aims by helping the pupils to gain knowledge and understanding about emotions and relationships, physical development, sexuality and reproduction.
- We will develop positive attitudes and values by recognising the value of family life and stable loving relationships. We will teach them the importance of respecting themselves and each other and help them to explore moral dilemmas and encourage the development of critical thinking.
- We will help our pupils to extend their personal and social skills and develop their self-esteem, self-confidence and empathy for others. We will help them to manage their emotions and relationships confidently and sensitively.

Teaching and Learning:

Pupils need to learn about the physical and emotional changes associated with puberty before they experience them, so that they have the correct information about how to take care of their bodies and keep themselves safe.

Statutory guidance from the Department for Education, “**Keeping Children Safe in Education, September 2020**”, states that “schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise”. Furthermore, the Teachers’ Standards 2012 state that “teachers (which includes headteachers) should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties”.

The guidance states that “Governing bodies should ensure children are taught about safeguarding, including online safety. Schools should consider this through a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.

The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. We plan to use a nationally recognised programme called Jigsaw to deliver the core content of the relationships, sex and health education (RSHE) as part of our PSHE/Health and Well-being curriculum.

The statutory guidance for Relationships and Health Education for primary schools and RSE and Health Education for secondary schools, was ratified by the House of Lords on 24th April, 2019. Jigsaw completely fulfils the new statutory guidance (for England for 2020)

At Vaughan Primary School, we teach children about keeping safe through our science curriculum and PSHE and SRE curriculum. This includes following the NSPCC “PANTS” programme as outlined in the school’s science policy and delivering lessons on raising awareness of FGM (Female Genital Mutilation) to years 5 and 6 as part of the SRE curriculum.

There will be a whole school approach - from Nursery to Year 6. This subject will be taught in a cross-curricular way, encompassing all of the elements within the National Curriculum as well as expanding more broadly into human relationships, human and physical development and reproduction. It will be progressive and take into account the needs of each group and their level of maturity.

SRE will be taught as part of our Science programme. This will include life processes and the main stages of the human lifecycle. Scientific language will be used. Other aspects of SRE are taught mainly in PSHE lessons.

Pupils will also be able to develop their knowledge through other subjects such as Literacy, RE and assemblies.

In KS1, we will build on the EYFS personal, social and emotional development.

KS1 and KS2 will teach the following areas:

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Teachers will have the main responsibility for teaching SRE in the classroom.

Guidelines:

- Children and adults will use the vocabulary and language of science and develop their ability to articulate scientific concepts clearly and precisely;
- Teachers will answer children's direct questions in an open and factual way and will not enter into discussions about personal issues and lifestyles.
- The lessons will be taught in the summer term, however due to the cross-curricular nature of the subject, it will also be discussed and taught as and when it arises through normal topic work.
- At times it may be deemed appropriate for boys and girls to be taught separately, for example to enable them to ask questions which may be embarrassing in a mixed group environment, but wherever possible pupils will be taught as a whole class in their appropriate year group.
- Pupils will always be asked to use the correct terminology when asking questions and completing tasks set.
- Children will know that they are free to question further and discuss issues with their own or another teacher/member of staff.
- Any pupil disclosures of abuse will be sensitively handled following the Safeguarding and Child Protection policy.
- The policy will be available on the website for all parents to view.

Confidentiality:

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child, or anyone else, is at risk from harm.

Informing parents/carers and parents of their right to withdraw their child:

Before each year group embarks upon its SRE programme, parents are informed. Parents are also invited to view all teaching resources that will be used in the delivery of their child's SRE.

Parents will be informed that they have the right to withdraw their children from sex education lessons if they wish but not from any other subject lessons that form part of the national curriculum.

Procedures for pupils who are withdrawn from sessions:

If a parent feels it necessary to withdraw a child from such lessons they will be encouraged to come to school and discuss their concerns with the Head teacher.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the lesson is over.

Safeguarding Procedures:

The school has an appointed member of staff who is responsible for safeguarding Procedures (Designated Safeguarding Lead). If a teacher suspects that there is a safeguarding issue, they need to inform this person and report their concerns in line with the Safeguarding and Child Protection Policy.

As part of SRE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

NSPCC PANTS Programme:

The National Curriculum requires that schools teach children how to keep safe and as part of our science curriculum, we follow the NSPCC "PANTS" programme. This is taught to all children from Reception to year 6. Talking "PANTS" teaches children important messages such as their body belongs to them and they should tell an adult if they're upset or worried.

Following on from this, at Vaughan Primary School, we believe that it is necessary to raise an awareness of specific safeguarding issues, such as health and wellbeing which includes physical and mental health, online safety, road safety, stranger danger and Female Genital Mutilation (FGM). We believe that it is important to raise awareness of this practice to protect and prevent girls from being forced to undergo FGM.

Definition of Female Genital Mutilation

The school uses the World Health Organisation definition as written below:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”(World Health Organisation-1997).

The School has taken guidance from several documents:

These include:

- Harrow LSCB Guidelines for FGM
The Government Home Office guidelines,
- The Ofsted guidelines for “Inspecting Safeguarding”.
- NSPCC Guidance

The UK Government has written advice and guidance on FGM that states:

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child, it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.”

“UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities who are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of five and eight.

Usually it is a girl’s parents or her extended family who are responsible for arranging FGM. Some of the reasons given for the continued practice of FGM include; protecting family honour, preserving tradition, ensuring a woman’s chastity, cleanliness and as a preparation for marriage.

Whilst FGM is often seen as an act of love, rather than cruelty, it causes significant harm and constitutes physical and emotional abuse. **FGM is considered to be child abuse in the UK** and is a violation of the child’s right to life, their bodily integrity as well as of their right to health.

FGM can have serious consequences for a woman’s health and in some instances can lead to death.

We believe that in order to protect our children, it is important that key information is known by **all** of the school community. Therefore in child centred lessons, we aim to empower our children to learn about this practice, through lessons that are cross curricular – that means within our SRE & PSHE lessons.

These lessons are taught once a year to all pupils in Years 5 and 6 and parents are invited to attend workshops before delivery to view the content of the lessons.

These lessons are for both boys and girls of all ethnicities and include conversations that are designed to empower young girls to understand their right to be safe and in control of their bodies. Children will know they have a right to understand the consequences of practices that affect their bodies.

Boys and girls will be taught separately.

We only use images that are child centred and in line with the National Curriculum of Science. We only use Science terminology for the parts of the body explaining, that in FGM, the folds of skin in the girl are changed or removed.

These lessons are to emphasise what our bodies should look like and that it is not okay or legal for someone to cut or change them. This will be taught sensitively and take into account the needs of the children and their level of maturity.

Raising awareness and education is the best way to stop FGM from continuing. FGM could affect our pupils or their friends. Our pupils will be adults one day and could be the doctors, nurses, teachers or politicians of the future - each voice in the classroom adds to the growing pressure to stop FGM.

Before FGM awareness lessons are introduced to any other year group, advice and support will be sought from external professionals and parents consulted.

UNICEF is the world's leading organisation working for children and their rights. Every child, no matter who they are or where they live, has the right to grow up safe, happy and healthy.

At Vaughan Primary School, we uphold "The United Nations Convention on the Rights of the Child" (UNCRC). We are a community where children's rights are learned, taught, practised, respected, protected and promoted.

This is a legally-binding agreement describing what children need to:

- survive
- grow
- live up to their full potential

All children everywhere in the world are entitled to all of these rights.

The Convention also explains how adults and governments must work together to make sure all children can enjoy all of their rights.

The FGM lessons are taught in conjunction with the following UNICEF rights:

Articles 6 “You have the right to be alive”

Article 16 “You have the right to privacy”

Article 19 “You have the right to be protected from being hurt and mistreated, in body or mind”

During lessons about FGM:

We aim to ensure:

- that all staff talk about FGM in a professional and sensitive manner.
- that all staff are aware of the indicators that FGM may be about to take place or have taken place.
- that all staff are aware and follow the Safeguarding and Child Protection procedures the school has in place.
- that all staff have contextual knowledge of FGM.
- that all staff are aware of how best to support children and families.
- to create an ‘open environment’ where pupils feel comfortable and safe to discuss the problems they are facing and know that they will be listened to and their concerns taken seriously.

Our Safeguarding and Child Protection and FGM policies outline signs and indicators of FGM.

Assessment and Monitoring:

Monitoring of SRE will be done by PSHE and Science subject leaders in line with the school monitoring schedule.

Evaluation, assessment and self-assessment are an integral part of SRE. Pupils will be encouraged to recognise the progress that they are making in developing skills, knowledge and understanding. They should learn to reflect on their experiences, ask questions and make judgements.

Equal opportunities:

Sex Education at Vaughan Primary School is to be taught across the curriculum.

Vaughan Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school, pupils should be provided with the opportunity to experience, understand and celebrate diversity.

Our school is committed to ensuring that our SRE programme is relevant to all pupils and is taught in a way that is age and Key Stage appropriate.

