

# Springwood Infant and Junior School Federation

*TOGETHER WE LEARN, TOGETHER WE GROW*



## Springwood Federation Sex and Relationships Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **July 2023**

Review By: **July 2024**

**Stay Safe,  
Treat Others How You Wish to be Treated,  
Try Your Best and be Proud**

## POLICY AND GUIDELINES FOR RELATIONSHIPS AND SEX EDUCATION

Governors and teachers, in partnership with pupils and their parents, have set out our intentions about relationships and sex education (RSE). We have consulted with:

- Parents (16.03.2020)
- Pupils
- Governors (14.7.2020)
- Staff

This policy statement should not be read in isolation, but in conjunction with the DfEE document Relationships and Sex Education (RSE) and Health Education - statutory guidance September 2021, Sex and Relationship Education Guidance, ref: DfEE 0116/2000, Relationships Education, HCC Policy November 2010, DfE guidance 'Relationships Education' June 2019 and all other school policies. Particular attention should be paid to the school's Visions and Values, the Schools PSHE curriculum and Science guidelines.

We believe the purpose of Relationship and Sex Education (RSE) should be to provide our children with knowledge about:

- Loving and stable relationships
- Personal and emotional development
- Decision making
- Moral issues
- The nature of sexuality
- The processes of human reproduction
- How to keep safe at every stage and at all times

The above will be taught at appropriate ages and stages of development according to:

- Statutory documentation
- National Guidance
- Local and national contexts
- Cohort needs

This involves learning about different family dynamics, appropriate friendships and relationships and keeping safe. The aim is to provide opportunities for discussion and develop an awareness of boundaries and behaviour of others and to present the facts in an objective, balanced and sensitive manner.

RSE will be taught as part of a wider programme of Personal, Social and Health Education (PSHE) and through our developing integrated projects (including the PSHE curriculum as well as the statutory requirements of the science national curriculum). The curriculum aims to develop concepts about relationships, human life cycles and sexuality in a safe environment. Questions relating to homosexuality, appropriate relationships, contraception and sexual health will be answered at the appropriate level. Through careful planning and delivery of RSE, we will fulfil the statutory requirements. Many of our children will begin the process of puberty whilst still at Springwood (some girls begin their periods as early as eight) and it is reassuring if all girls and boys learn the stages their bodies will soon go through.

### **Rationale and Ethos**

This policy covers our school's approach to Relationships and Sex Education, it was produced by the PSHE leadership team through consultation with pupils, parents, school leadership and governors.

We define 'relationships and sex education' as a balanced and broadly based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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We believe relationships and sex education is important for our pupils and our school in order to prepare pupils to cope with the physical and emotional challenges of growing up, such as understanding and looking after their health and wellbeing, the importance of loving and stable relationships and living in the wider world. We ensure RSE fosters gender equality and LGBTQ+ equality.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by developing a long-term plan that is age and stage appropriate for all year groups. We attempt to personalise the provision appropriately to meet the needs of the child, however, if there are areas of the SRE curriculum that you preempt your child may have difficulties with, please contact the school so that we can work in collaboration.

The intended outcomes of our programme are that pupils will:

- Know and understand how to maintain healthy lifestyles and keep safe as they grow.
- Have the opportunity to discuss how they feel about puberty, and ensure they feel supported during these changes.
- Understand they have a right to be treated equally and fairly.
- Understand the pressures they face as they grow up, learn to make choices and understand that they have rights, including the right to say “no”.
- Promote self-image, self-esteem, self-confidence and empathy for others.
- Understand they have a responsibility to value difference and diversity in the UK and around the world and learn the importance of values and individual conscience.
- Develop their awareness of appropriate relationships and develop a suitable vocabulary for increasing communication skills.
- Recognise the different family dynamics and build tolerances to differences.
- Ask appropriate questions about reproduction and sexuality in a sensitive atmosphere.
- Gain knowledge of the nature of human reproduction in gradually increasing detail and be aware that changes of a physical, emotional and social nature are normal.
- Be equipped with an understanding of human reproduction and an awareness of sexually transmitted diseases.
- Develop decision making skills, through considering moral dilemmas and having opportunities for critical thinking.
- Consider how they might manage conflict and how to recognise and avoid exploitation and abuse.

### **Roles and Responsibilities**

The RSE programme will be led by the PSHE leadership team and will be taught by class teachers. External support, guidance and training will be sought as necessary.

### **The Role of Parents**

The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents will be kept informed about the policy through the school website and parent consultations through which, parents can develop a meaningful dialogue in partnership with the school in order to discuss and review the sex and relationship education policy and guidelines, such that it reflects the culture of our community. The school can provide additional resources and support through parent information sessions, which will provide opportunities for parents to view the materials and resources.

Parents have the legal right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in national curriculum science.

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If your child presents as anxious or has worries about something which has been covered in school, please detail your concerns in an email to the admin team ([adminoffice@springwood-inf.hants.sch.uk](mailto:adminoffice@springwood-inf.hants.sch.uk) or [adminoffice@springwood.hants.sch.uk](mailto:adminoffice@springwood.hants.sch.uk)) and appropriate actions will be taken to rectify this. You will be updated with the outcome.

### **The Role of Teachers**

The teacher needs to build trust and confidence within the classroom and negotiate with pupils clear ground rules for working, such as working in a way that protects confidentiality amongst peers. In such a climate, pupils will feel more secure and able to express and explore feelings, attitudes and values.

Sex and relationship education must be matched to the year group the pupils are in. However, it may be appropriate for the teacher to discuss issues related to sex education with individuals at an earlier stage. It must take into account previously acquired knowledge and understanding. The teacher must build on this and where necessary combat ignorance and misinformation. Correct vocabulary should be used and the meaning of words clarified where necessary.

In Years 5 and 6, sensitive topics such as Child Sex Exploitation (CSE), Female Genital Mutilation (FGM) and Honor Based Violence (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) are explored. Teachers carefully plan the sessions where pupils are asked to consider and debate these topics which are linked to the safeguarding policy. Please refer to: <http://www.springwoodinfantschool.co.uk/curriculum/>

Parents will receive courtesy text messages to notify you prior to these sensitive topics being taught.

All pupils are signposted to the NSPCC 'Staying Safe' program (<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>).

A variety of teaching methods should be used. An open, informal approach allows opportunities for pupils to assess evidence, discuss, reflect, listen, negotiate and make decisions and choices. Most activities will be based on active involvement of pupils, for example, role play, surveys, problem solving exercises, open-ended questions and group work of various kinds. In addition, direct teaching needs to take place. The use of audio-visual aids and visiting speakers are a vital part of the sex education programme.

At times, it may be considered inappropriate for the teacher to respond immediately to pupil's questions, which are particularly explicit or specific to an individual. On such occasions, teachers have to use their discretion and judgement about how to deal with these issues. The teacher cannot offer complete confidentiality and when a situation arises which causes a teacher to believe the pupil could be at risk or harm, Hampshire County Council's child protection procedures will be followed.

### **The Role of the Children**

Children must ensure that they adhere to the ground rules agreed in partnership with their class teacher and peers and actively engage in learning activities. Children should seek the advice of an appropriate adult whenever they are unsure.

### **The Role of the Leaders**

Responsibility for the RSE policy in our school ultimately lies with the governing body, although curriculum design and delivery is the responsibility of school staff.

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School leaders will:

- Ensure that the curriculum remains relevant, up to date and compliant with statutory requirements.
- Ensure the curriculum provides a progression of learning across year groups, which is age and stage appropriate.
- Provide teachers with the professional development required to effectively deliver the curriculum.
- Measure the effectiveness of the curriculum and refine it over time.
- Consult with stakeholders, including staff, parents and children.

### **Monitoring, reporting and evaluation**

The PSHE leadership team monitors RSE provision and content. They ensure that planning and evidence in a class journal is meeting the statutory requirements.

Pupils have opportunities to review and reflect on their learning during lessons through discussion. They are able to judge for instance, whether they feel more confident, or have a firmer sense of their own beliefs or opinions than they did before a particular series of lessons. Pupil voice is influential in adapting and amending planned learning activities for subsequent cohorts.

### **RSE policy review**

As part of effective RSE provisions, leaders review the RSE policy annually. This ensures that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance and this will go to consultation every year.

### **Appendix 1**

#### **Science National Curriculum Programmes of Study**

Key Stage 2 (7-11 years)

The National Curriculum for science shows the requirement for us to teach children about the changes from birth to old age. We also have to teach the life processes of reproduction for some plants and animals. This is compulsory for all children and is not part of the right to withdraw. In addition, the science curriculum requires us to inform and teach children about basic aspects of evolution and genetics, including how off-spring are different to their parents and that species reproduce to give off- spring that are the same species.