
THE CAREY FEDERATION



The Carey Federation Relationships and Sex Education Policy

April 2024

To be reviewed April 2026

Policy Statement

The following policy refers to Relationship and Sex Education (RSE) in the Carey Federation.

We define RSE as learning about the fundamental building blocks and characteristics of relationships, physical health and mental wellbeing.

In the Carey Federation, crucial skills and positive attitudes are developed through a comprehensive Personal, Social, Health and Economic education (PSHE), of which RSE is a part. There's now a proven link between pupils' health and wellbeing, and their academic progress. We recognise how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.

The policy was created through consultation with the Executive Headteacher, governors, staff and parents/carers. It is intended to be the guiding principles by which the staff across the Carey Federation will teach RSE.

Aims and Objectives

In the Carey Federation, RSE teaching reflects the school's vision and values that are depicted by our Federation motto. This motto affirms a deliberate cultivation of character traits and positive personal attributes in the individual. We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. RSE teaching is designed to equip children with the knowledge and confidence to be able to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. Through this policy we will work together to effectively plan, deliver and assess the RSE Curriculum.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Give all children the knowledge to make informed decisions about their relationships, physical health and mental wellbeing
- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Create a positive culture around relationships – including recognising differences and behaving responsibly
- Prepare children for successful adult life

Statutory requirements

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Delivery of the RSE Curriculum

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is taught in mixed gender groups.

In our Federation, we subscribe to the leading children's health and wellbeing charity, Coram Life Education (CLE) programme <https://www.coramlifeeducation.org.uk/>, which is a comprehensive RSE programme that delivers planning and assessment materials needed to meet these legal requirements.

Coram Life Education is the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'. SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. More than just an RSE scheme of work, SCARF supports great learning every day. Please see the Carey Federation website for further details.

We do teach RSE in Personal Social Health Education (PSHE) lessons, but we also teach it through other subjects. In particular, the statutory content of the science curriculum requires maintained schools to teach children about human development, including puberty and reproduction. Please see the DfE Science Programme of Study below.

Early Years Foundation Stage (EYFS)

In the Carey Federation, children in our EYFS develop skills that form crucial foundation for later teaching of PSHE/RSE at Key Stage 1 and Key Stage 2.

The educational programme prime focus of Personal, Social and Emotional Development Early Learning Goal (ELG) references:

- Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self-Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

These Early Learning Goals underpin the EYFS curriculum in preparation for the National Curriculum requirements.

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 the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

For every young person to be prepared for life in modern Britain, it's vital that their curriculum reflects the full diversity of the world they live in. In the Carey Federation we will teach about different families (which can include LGBT parents), along with families headed by grandparents, single parents, adoptive parents, and foster parents/carers, among other family structures. This includes teaching about LGBT people and themes at a timely point.

Dealing with sensitive issues and difficult questions

Teachers will establish clear parameters with the whole class. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE.

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Assessment

The same high expectations of the quality of pupils work is maintained throughout the RSE curriculum. The Coram Life Education programme includes comprehensive assessment tools. The assessment tools work alongside the themes of the SCARF half termly units to Year 1 to

6. Assessment is not about passing or failing. The benchmark against which progress is measured is the pupils own starting point.

In each unit there is:

- SCARF progress activity - pre and post unit assessment activity.
- SCARF success activity End of unit summative assessments provides succinct “I can” statements that summarise learning. With children at the heart of all we do SCARF materials also encourage children’s personal reflection on their learning, a place for them to record what they found helpful, thought provoking, challenging and where their learning might take them next.
- SCARF reflections on learning –pupils reflect on their own learning throughout the course of each unit.

Non-Statutory Sex Education

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils.

Although sex education is not compulsory in primary schools, in the Carey Federation we know it is important in that we should provide some non-statutory sex education to our children. It also helps children to avoid worrying about, “playground rumours.”

Current government Sex and Relationships Education guidance states that children should learn about puberty before they experience it. We know from research that if we don’t deliver this vital education we leave our children at greater risk of poor mental health. We know this because as many as 24% of girls start their periods before the subject is covered in lessons and 38% of boys experience wet dreams before having learnt about them.

In the Carey Federation, we have always delivered very effective Relationships and Sex Education and the new guidance is simply about ensuring that all children get the information they need and want. The lessons will help children to learn about their bodies including the changes that take place at puberty, and will help keep them safe, so they can form healthy relationships (friendships) with others, now and in the future. This programme of work has been developed over the years in discussion with the School Nurse.

Year 5 and 6 children are taught:

- Sexual differences and naming body parts
- Impact of puberty and the importance of physical hygiene
- About menstruation and wet dreams as a part of normal development
- How a baby is conceived (the egg meets the sperm) and the context of loving relationships.
- That in most animals including humans the baby grows inside the mother

- How to answer each other's questions about relationships and know where to find support and advice.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request. We will inform parents informing parents by email before beginning to teach a unit of Non-statutory Sex Education.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also supports their personal and social development as they grow into young adults

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.

Parents' Right to Withdraw

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.
- Parents wanting to withdraw their children are invited to speak to the Headteacher. If a parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed

Engagement with 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 in our Federation through mutual understanding, trust and co-operation. Parents need to know that the schools RSE teaching will complement their role as parents.

In promoting this objective we will:

- carry out our statutory duty to consult with parents and governors on the contents of this policy
- 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 non-statutory Sex Education.
- 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

Roles and Responsibilities

The governing body is responsible for making sure:

- all pupils make progress in achieving the expected educational outcomes
- RSE teaching is 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.
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Headteacher 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.
- 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 and reports to governors on the effectiveness of the policy

All staff are responsible for:

- Delivering RSE in a sensitive way using the Coram Life Education programme
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Monitoring progress
- Consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

Confidentiality

Teachers and any external agencies invited to support delivery of RSE will always conduct 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 adult will take the matter seriously and deal with it as outlined in the Child Protection Policy. Adults will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the adult has concerns, they will draw these to the attention of the designated person responsible for child protection or the Headteacher as a matter of urgency.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers

to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Educational Needs

High quality Relationships & Sex Education (RSE) is every child's right, no matter what their level of need or ability. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons a differentiated program will be provided, where necessary, to ensure that all pupils gain a full understanding. The guidance acknowledges the need for flexibility, to tailor content and teaching to meet the specific needs of children at different developmental stages. Individual cases will be sensitively discussed on a one-to-one basis. Consultation with the pupil (if appropriate) parents and any outside agencies that may be involved will ensure personalised programmes meet the need of the pupil and their family.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010).

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our Federation we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. This is particularly important for our children as they are not naturally exposed to these differences in their daily lives.

Monitoring Arrangements

The delivery of RSE will be monitored by the Headteacher and Heads of Teaching and Learning, through learning walks and pupil feedback. The policy will be reviewed by the Headteacher as part of the school cycle of policy reviews. This will be, in line with expected procedures, approved by the staff, governing body and parents/carers.

Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Child protection policy
- Equality 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-sex-education-rse-and-health-education-faqs>

Changes to the policy

April 2024 - none