



POLISI ADDYSG

PERTHNASOEDD A RHYW

RELATIONSHIPS AND SEX

EDUCATION POLICY

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Relationships and Sex Education Policy

Sex Education and why do we need it?

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships Education and well as aspects of sex education being covered in the National Science Curriculum (see appendix 1). Sex education is defined in this policy preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships Education provides pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

At London Welsh School, we aim to provide all pupils with knowledge and understanding of all kinds of relationships in order for them to establish their own positive, tolerant and healthy relationships. We strive to prepare pupils for the physical and emotional challenges of growing up by teaching them about respect for themselves and others. We deliver this learning through Science and RSHE lessons which are all underpinned with our Values based Ethos.

1. Aims

The aims of this policy are:

- To help pupils recognise and build healthy relationships
- To provide a curriculum that enables the pupils to make responsible and informed decisions about their health and well-being
- To emphasise that the Values based ethos of the school is reflected in the RSE curriculum.
- To provide a curriculum that enables the pupils to feel safe
- To provide a curriculum that teaches pupils how to keep themselves and their bodies safe
- To help teachers develop pupils' confidence in talking, listening and thinking about feelings and relationships
- To help pupils be prepared for puberty and understand the basic changes that happen during puberty
- To ensure that the RSE curriculum demonstrates and encourages:
 - Respect for self
 - Respect, tolerance and empathy for others
 - Responsibility for own actions

- Responsibility for family, friends, school and the wider community

2. Statutory requirements

As an independent primary 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, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents can request to withdraw their child from sex education lessons (see section 8).

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

As a result of Relationship education, pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making pupils aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

This policy takes the views of staff, pupils and parents into consideration. Existing practice has been reviewed alongside views from parents and staff. Changes to the policy have been made to comply with new government guidance.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice.)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

At London Welsh School, we teach Relationships Education as set out in this policy.

3. Organisation:

RSE is embedded within our Relationships, Sex and Health Education (RSHE) and Science curriculum. RSE is delivered through learning opportunities that are well planned and age appropriate. We understand that views around RSE related issues are varied. Although we respect the right to have personal views, all RSE issues will be taught without bias (Appendix 1). Overall themes and the importance of covering these within our RSE curriculum and what elements of RSE are covered in each Year group are detailed in Appendix 2.

The teaching programme for Relationships and Sex Education follows legal requirements: all schools must teach certain content as part of the National Curriculum Science orders. Parents do not have the right to withdraw their child/children from this statutory element. These elements cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. See Appendix 3.

4. Inclusion:

We are committed to the inclusion of all our pupils in the provision of Relationship education. Our RSE curriculum aims to respond to a diversity of cultures, faiths and family backgrounds. Pupils

with Special Educational Needs (SEND) will be given extra support and time, when necessary. Pupils with English as an Additional Language (EAL) will be provided with resources and vocabulary that will allow them to access the content of the sessions. Planning and teaching should be regularly reviewed to ensure no pupil is disadvantaged and not included.

Equal opportunities: Every child is entitled to receive RSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all pupils have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, including differentiated provision if required.

We believe that RSE should meet the needs of all pupils regardless of their developing sexuality. We will aim to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer appropriate support. This policy should be read in conjunction with the Anti-Bullying policy and any instances of homophobic bullying will be managed in line with this.

We will teach pupils in mixed-gender classes when covering concepts such as menstruation, masturbation and conception. If pupils feel they identify with the opposite gender, they may ask to be educated in the gender class they feel the most comfortable in.

5. Child Protection and Sensitive issues:

This policy should be read in conjunction with the Child Protection policy. We are fully aware that effective RSE may bring about disclosures of child protection issues. Staff should be aware of the clear procedures for reporting their concerns. Any concerns should be reported to the Designated Safeguarding Lead in line with school procedures.

Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education'- statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

In order to discuss and teach sensitive issues, it is imperative that the teachers delivering the lessons need to create and strengthen effective relationships with the pupils.

6. Monitoring and review

Monitoring procedures are the responsibility of the Teacher in charge of RSHE in consultation with the Curriculum Lead, the Lead Teacher, the Designated Safeguarding Lead, and the Governing Body.

All medium-term planning and resources are sent to parents in Years 1-6 so that they can see all the learning objectives and the materials to be used with their children. If parents are still concerned about their children taking part, they should speak to the class teacher about these concerns. If Year 6 parents are not willing for their children to take part in the sex education covering conception, they can discuss withdrawing them from elements of the lessons. For withdrawal procedure see point 8.

7 . Delivery of RSE: Content, delivery and training

Content:

Relationships Education is taught within the Relationships, Sex and Health Education curriculum (RSHE). Our RSHE and relationship education is planned using the Ealing PSHE scheme of work

which is adapted to suit our pupils and to be in line with our Values based Education. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of RSHE (See appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the NSPCC PANTS rule, families and people who care for me are taught throughout the school year in both lessons and assemblies to ensure a consistent spiralling approach to keeping safe to ensure a deep understanding.

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

The above points are covered in an age appropriate way from Early Years to Year 6 (see appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils 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 pupils may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure pupils are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

Sex education is covered in Year 5/6 (2 year cycle). In these lessons, we will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

For more information about our Relationships Education curriculum, see appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships Education and appendix 3 outlines the vocabulary our school uses during these lessons.

As part of the RSHE curriculum, our school delivers lessons on the pants rule, appropriate and inappropriate touching from Year 1. Parents will notice two possible teaching outcomes in Year 4; one of which covers Female Genital Mutilation (FGM). As a school, we will follow the second option, which does not cover FGM. If the need to cover FGM lessons changes within our school, we will notify parents/carers.

Delivery:

Relationships Education will usually be delivered by a member of school staff. Relationships Education is usually delivered in mixed gender groups. Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

The RSHE Lead and the Lead Teacher will monitor the implementation of Relationships Education, this monitoring is done through book scrutiny, lesson observations, pupil voice sessions and staff focus groups.

8. Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programmes part of our RSHE curriculum at the start of the year. Parents will further informed of when specific RSE units will take place (usually during the Summer term) alongside information on what their children will be learning.

The school will liaise with parents through:

- RSE workshops
- Questionnaires
- News articles on school website
- Letters

The school encourages parents to discuss Relationships Education with the child's class teacher. This policy will be available on the school website for parents.

9. Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Curriculum for Science (see appendix 1) which includes teaching on puberty.

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 5/6 only) within Relationships Education (see appendix 1). Requests for withdrawal from these lessons should be put in writing and addressed to the Lead 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 that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing pupils from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose pupils to information which is not appropriate for their age.

10. Roles and responsibilities

The governing board

The governing board will approve the Relationships Education policy and hold the Lead Teacher to account for its implementation.

The Lead Teacher

The Lead Teacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Lead Teacher.

Pupils

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

ARWYDDWYD GAN: SIGNED BY:		
M Jones	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Mai 2021 <i>May 2021</i>
S Rees Jones	Athrawes Arweiniol Weithredol <i>Executive Lead Teacher</i>	Mai 2021 <i>May 2021</i>
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Medi 2021 <i>September 2021</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Medi 2021 <i>September 2021</i>

Appendix A

Ysgol Gymraeg Llundain

Ffurflen riant i dynnu'n ôl o Addysg Rhyw o fewn APRh
Parent form for withdrawal from Sex Education within RSE

I'W GWBLHAU GAN Y RHIENI TO BE COMPLETED BY PARENTS			
Enw'r plentyn <i>Name of child</i>		Dosbarth <i>Class</i>	
Enw'r rhiant <i>Name of parent</i>		Dyddiad <i>Date</i>	
Rheswm dros dynnu'n ôl o addysg rhyw o fewn perthnasoedd ac addysg rhyw <i>Reason for withdrawing from sex education within relationships and sex education</i>			
Unrhyw wybodaeth arall yr hoffech i'r ysgol ei hystyried <i>Any other information you would like the school to consider</i>			
Llofnod y rhiant <i>Parent signature</i>			

I'W GWBLHAU GAN YR YSGOL TO BE COMPLETED BY THE SCHOOL	
Camau a gytunwyd arnynt o'r drafodaeth gyda'r rhieni <i>Agreed actions from discussion with parents</i>	