

Relationships and Sex Education (RSE) POLICY

Introduction

At CIS, we are dedicated to collaborating to create an inspiring and engaging learning environment where every child may gain self-assurance, solid moral principles, and a passion for lifelong learning. In order for them to develop a respectful, caring attitude toward one another and the environment, both locally and globally, we think that all children should feel joyful, safe, and respected. We are committed to creating a setting that supports full curriculum access for all students, staff, parents/caregivers, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. Wellbeing is our top priority at CIS, and everyone is valued and respected. We look forward to carrying out our obligations under the Equality Act of 2010 to stop discrimination, improve opportunity equality, and promote amicable relationships in regard to age, disability, ethnicity, gender, religion, and sexual orientation. Children of all religions and no faith are welcome at our school, and we think that everyone should feel valued, respected, and treated individually.

At CIS, we recognise that it is our duty to provide all of our students with a high-quality, age-appropriate, and evidence-based relationships, sex, and health curriculum. This policy clarifies the foundation for our relationships, sex, and health curriculum and how it is developed and presented. Our school is dedicated to making reasonable modifications whenever it is practical to support curriculum inclusion and accessibility. The programme will be made to be inclusive of all students since our school recognises that students with ALES or other needs (such as those with social, emotional, or mental health challenges) have a right to learn about relationships, sex, and health education. RSE seeks to deliver accurate, balanced information regarding both physical and emotional changes while also taking into account the larger emotional, ethical, and moral aspects of sexual health.

Our RSE programme aims to prepare pupils for an adult life in which they can:

- 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.
- Have an understanding of seeking permission and consent.
- Develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020
<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-a-policy-for-the-new-curriculum>

Definitions used for this policy's objectives Teaching students about healthy, respectful relationships, with a focus on family and friendships, in all circumstances, including online, as well as fostering an awareness of human sexuality, is referred to as "relationships and sex education."

For the purposes of this policy, "health education" is defined as the instruction of students in physical and mental health, with an emphasis on their recognition of the relationship between the two and their ability to choose healthy lifestyles.

The Head of Junior School is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/carers are fully informed of this policy.
- Reviewing requests from parents/carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents/carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Principal on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of these subjects.
- Ensuring delivery of these subjects is age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head of Junior School and/or Principal

Teaching staff are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the agreed whole school Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the ALES to identify and respond to individual needs of pupils with ALES.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The ALES is responsible for:

- Advising teaching staff on how best to identify and support pupils' individual needs.
- Advising all staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.
- Ensuring: that the curriculum is fully accessible; that education, health and care (EHC) plans are followed; that teaching is differentiated to support pupils with ALES to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic.

Curriculum organisation

Our whole school curriculum intent

The whole curriculum at CIS has been meticulously crafted to address the unique needs of our students. As a school, we support and encourage every student to reach their greatest potential because we know that every child is an individual, and as such, we respect and value each and every member of our school community. Every child is encouraged to "succeed" in whatever they do as we recognise accomplishments, praise success, and celebrate wins. In a nurturing and supportive environment, we work to promote commitment and self-esteem while promoting mutual respect and responsibility. In addition to encouraging them to contribute positively to the school and the larger community, we provide our students a firm grasp of the diverse world outside of them.

Our entire school curriculum is something we are quite proud of, and we have high expectations for everyone. Our curriculum is created to maximise each child's academic potential while also creating well-rounded young people who are ready for life in the wider world. Our goal is to provide a flexible, fun curriculum for everyone.

Our RSE curriculum intent

Our goal is to give all of our students the tools they need to grow up to be safe, healthy, independent, and responsible members of society who value and respect uniqueness and diversity through a carefully thought-out relationships, sex, and health education curriculum. We teach students to conceive of themselves as global citizens and to actively participate in our democratic society. The DfE's 2019 "Relationships Education, Relationships and Sex Education (RSE), and Health Education" guidance guided the organisation of our relationships, sex, and health curriculum.

Our commitment to making sure that our curriculum satisfies the requirements of the entire school community means that our RSE curriculum takes into account the opinions of teachers, students, and parents/caregivers. We engaged with parents/caregivers, governors, students, and staff while developing this policy to ensure that it is adapted to pupils' wider needs. It is informed by challenges in the school and the larger community. The religious origins of each student are taken into account while planning our curriculum to ensure that the subjects are presented in an acceptable manner. In order to establish local priorities for our curriculum, we also consider the local health profiles of children and young people in our catchment area. Throughout the academic year, any parent/caregiver, employee, or student who wishes to share input regarding the curriculum may do so by getting in touch with the Assistant Head of Junior School.

An overview of Relationships Education and what pupils will know by the end of primary school is at PSHE Long term plan An overview of Health Education and what pupils will know by the end of primary school is at PSHE Long term plan. Our school is free to determine within the statutory curriculum content what pupils are taught during each year group and we always consider the age and development of our pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at PSHE schemes of work.

The PSHE curriculum at our school includes both relationship education and health education, which will be delivered concurrently. PSHE is delivered throughout our school and lessons are delivered weekly. Our curriculum is based on the PSHE Association curriculum and aims to provide children with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

Our PSHE curriculum is divided into three Core Themes:

- Health and Well-Being
- Relationships
- Living in the Wider World

Through our whole-school approach to RSE (and PSHE), our children acquire the knowledge, understanding and skills they need to manage their lives now and in their futures.

Sex Education

The DfE advises that a sex education programme be implemented in all primary schools. Boys and girls should be prepared for the changes that puberty brings by using knowledge about the human life cycle, and this should be adapted to the age, physical maturity, and emotional maturity of the students. All students are required to learn the components of sex education covered in the primary science curriculum, which includes instruction on the major external body parts of the human body, how the human body changes as it ages, including puberty, and the reproductive process in some plants and animals.

At our school, we go above and beyond what is necessary by the scientific curriculum to educate students sex education, but we always take the students' ages and developmental stages into account. Parents/caregivers are asked for their input on how our sex education programme should be organised and delivered, and they are given the chance to suggest specific lessons. At PSHE schemes of work, a synopsis of the material currently taught within each Year Group is provided.

Resources and Delivery of the RSE Curriculum

At CIS we will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make. All members of staff will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. They will answer questions sensitively, honestly and appropriately to the pupil's age. Pupils will not be taught about LGBTQ+ as this is against the constitutional law of Nigeria.

In RSE as well as other subject areas of the curriculum, all staff members will hold students to the same high standards. With regular feedback on student achievement, a strong curriculum will build on the knowledge students have already learned, including in other courses. Planning lessons should ensure that students of various levels are given the appropriate level of difficulty. The needs of students who might need additional support or intervention will be identified and evaluated by teachers. Although there is no official examination to determine RSE proficiency, we will use written work, oral remarks, or self-evaluations to track each child's development.

As a school, we will make sure that all teaching resources and materials are suitable for students' ages, levels of maturity, and religious backgrounds as well as their requirements. Videos, photos, and other materials that are inappropriate will not be used, and materials will be chosen with consideration for the students' age, developmental stage, and cultural background. Before use, the subject leader for relationships, sex, and health education will formally evaluate any resources or materials being used to support learning, including those being used by representatives from outside agencies, to make sure they are age- and maturity-appropriate for the students, meet the objectives of the relevant curriculum, and adhere to the school's legal obligations regarding impartiality. Under no circumstances will we accept materials created by organisations that hold strongly held political beliefs. This is true even if the content isn't particularly severe because its use can be interpreted as an endorsement or support of the organisation.

We consult with parents/carers, and at all points of delivery of this programme, will provide examples of the resources that we plan to use as we want to reassure parents/carers and enable them to continue the conversations started in school at home.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

External Partners

Occasionally, we may reach out to external partners to help deliver our RSE programme, and such partners will be expected to abide by this policy. Speakers, equipment, and resources can be provided by external agencies to improve and augment the programme. The school will make sure that the external partner's instruction complies with the established curriculum and this policy. Instead of replacing school workers who offer the curriculum, external partners are used to enrich our programme.

When utilising external agencies, we shall pay close attention to whether the organisation and any materials used are suitable and consistent with our ethical obligations to maintain political neutrality. We will:

- forbid the pursuit of partisan political activities by our pupils
- forbid the promotion of partisan political views in the teaching of any subject in our school
- take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views

Prior to the session, the school will talk with the partner about their lesson plan and any resources they want to use to make sure the material is age-appropriate for the students and fulfills their needs. Any external partner must adhere to our child protection and safeguarding policy, and as a school, we will make sure that they do.

Links with other curriculum areas

At CIS, we will draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible. Relationships, Sex and Health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support, and how content in computing relates to online and media topic.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community; pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

Consultation with parents and carers

We are aware of how crucial it is for parents and other caregivers to help children develop a better understanding of sex, relationships, and health. We also recognise the value of parents' and caregivers' perspectives in determining the curriculum. At CIS, we establish open communication with parents/carers in order to work closely with them. Through email, all parents and caregivers will be consulted on the creation and implementation of our curriculum. Parents/carers are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Right to withdraw from sex education

Relationships and health education are statutory in primary schools, and parents/caregivers cannot opt their children out of these classes. Parents and guardians do have the right to ask that their child be excused from some or all of the offered sex education (other than what must be taught as part of the statutory science curriculum).

To ensure that the wishes of parents/carers are understood and to clarify the nature and purpose of the curriculum, the Head of Junior School will address the request with parents/carers and, where appropriate, the child. To ensure that a record is retained, the Head of Junior School will document the process.

The Head of Junior school may discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said during lessons, rather than what was directly said by the class teacher. Once those discussions have taken place, the Head of Junior school will respect the parents'/carers' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. (Please see request form attached).

This process is the same for pupils with ALES however, there may be exceptional circumstances where the Head of Junior school may want to take a pupil's specific needs arising from their ALES into account when making this decision.

A request to have a student withdraw from any sex education lessons taught as part of the science curriculum will not be granted by the Head of Junior School. If a student is taken out of sex education, they will still receive appropriate, useful information during that time. In cases of shared parental responsibility, both parties should attempt to come to an agreement on how to ask for their child's removal from sex education.

Staff training

Staff wellbeing

In order to effectively present the curriculum, teachers and teaching assistants must be able to maintain their own welfare. It is possible for a topic to occasionally elicit emotions or memories of past, present, or ongoing trauma. It is critical that school leaders recognise the differences between these topics and have empathy for the unique situations and possible assistance needs of teachers. Teachers will be encouraged by school leaders to think about their personal needs beforehand.

It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Teachers are not compelled to respond to personal inquiries from students, but they should think carefully about how to handle any such inquiries with the help of leaders.

To ensure that they are knowledgeable about the relationship, sex, and health education programme and any related issues, all staff members will undergo the proper training.

To make sure they are completely prepared to teach the courses effectively, staff members who are in charge of teaching the subjects will receive additional training. Staff training will also be planned in accordance with any revised programme guidelines and any fresh information.

The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

Monitoring and evaluating the policy

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and Head Teacher. We will continuously evaluate and review the implementation of relationships, sex and health education, to ensure the quality of provision. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing.

Note. This policy should be read in conjunction with the following school policies.

- PSHE
- Safeguarding
- Behaviour and Anti Bullying

The Principal is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils.

Date of Implementation: September 2022

Date of Review: September 2023

Signed: _____ (PSHE Lead)

Signed: _____ (Head of Junior School)

Signed: _____ (Principal)

Right to be excused from sex education (commonly referred to as the right to withdraw)

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.' Statutory guidance, Relationships education (Primary), Updated 25 July 2019

Parents and carers have the right to ask that their child be exempted from all or part of the sex education delivered as part of statutory RSE. It is best practise for the Head of Junior School to address any such request with parents/caregivers and, if applicable, the child before granting it to ensure that their preferences are understood and to define the nature and purpose of the curriculum. To guarantee that a record is retained, schools will document this procedure. A good practise would also involve the head of junior school talking with parents/carers about the advantages of the kid obtaining this crucial education and any negative consequences that withdrawal might have on the child. This could include any social or emotional consequences of exclusion, as well as the possibility that the child would hear what their classmates say during lessons rather than what the teacher says directly. It should be mentioned that if the parents/carers suggest teaching their child about sex at home instead, the negative consequences might be lessened. The school shall honour the parents' and carers' request to withdraw the child after those discussions, excepting unusual circumstances, such as where there are concerns about child protection.

This process is the same for pupils with Additional Learning Enrichment Service and/or Disabilities, however there may be exceptional circumstances where the Head of Junior School may want to take a pupil's specific needs arising from their ALES into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Head of Junior School should grant a request to withdraw a pupil from sex education covered in the 'Changing adolescent body' unit, which includes:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Head Teachers cannot grant a request to withdraw a pupil from any sex education delivered in primary schools, as part of the science curriculum. This includes:

Key Stage 1 - Year 2 Animals, including humans Statutory requirements Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the

processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 - Year 5 Living things and their habitats Statutory requirements Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans Statutory requirements Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Parental Responsibility

Where there is shared parental responsibility, both parties should, where possible, should reach a shared agreement to request that their child is withdrawn from sex education. Either parent/carer can request to withdraw a child from sex education. If there is a disagreement the other parent/carer would need a prohibited steps order.

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>

When one parent/carer acquires parental responsibility they can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education.

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent/carer could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example One parent/carer wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent/carer.

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents/ Carers

Child's full name

Year group / Class

Name of parents / carers (both names must be listed unless one parent has sole parental responsibility)

Reasons for withdrawing your child from sex education

Any other information you would like school to consider

Parent(s) / carer(s) signature (Both parents / carers must sign unless one parent / carer has sole parental responsibility)

Date

To be completed by school

Agreed actions from the discussion with parents / carers Include notes from the meeting