

Milton Abbot School



Relationships & Sex Education Policy

Governors Committee: Teaching and Learning Committee
Review Required Annually or on Change of Model Policy
Current Policy: April 2018 (from Government advice, September 2017)

REVIEW NOTES

Date of review:	Notes:
-----------------	--------

Policy: April 2018

For further advice & guidance in relation to this policy, please contact HR ONE at hrdirect@devon.gov.uk or on 01392 385555.

Government policy statement in 2017: relationships education, relationships and sex education, and personal, social, health and economic education

Introduction

The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment¹ to the Children and Social Work Bill on 1 March 2017 which we intend to come into effect from September 2019.

Rationale for Government's approach to relationships education, RSE and PSHE in the modern world

Whilst we know that many schools are already teaching these subjects and in some cases doing so very well, it is important that we ensure universal coverage for all pupils and improved quality. There have been many calls for statutory RSE and/or PSHE from leading parent representative bodies such as Mumsnet and PTA UK. A recent YouGov poll shows that 91% of parents believe all pupils should receive PSHE lessons to teach about the risks of sexting, as well as other issues such as contact from strangers online. A recent Barnardo's poll of 11-15 year olds also showed that 74% believed that children would be safer if they had age appropriate classes on RSE. Many teaching unions have also called for statutory status. It is clear, therefore, that parents and schools want them to be taught.

The legislative approach

Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory, and the guidance that will support schools in delivering high quality Relationships Education and RSE.

For PSHE, we are giving a power to the Secretary of State to make it statutory via regulations. Whilst we are clear that the most pressing safeguarding concerns relate to Relationships and RSE, it is evident that wider concerns about child safety and wellbeing relate to the types of life skills this subject can cover, such as understanding of the risks of drugs and alcohol, and safeguarding physical and mental health. We therefore think it is important that we have the ability to make PSHE statutory as well, subject to the outcome of thorough consideration of the subject, and careful consideration of the fit between the content of Relationships and RSE and what could be covered in the PSHE curriculum. We will ensure our work results in a clear understanding about the full set of knowledge and life skills that Relationships Education, RSE and PSHE should provide for young people to support them to be safe, healthy, happy and successful.

We do not think it is right to specify on the face of primary legislation the exact content of the subjects as this would be too prescriptive, removing freedom from schools and running the risk of the legislation becoming quickly out of date as the world changes. The Department's work on subject content (see below) will determine that, working with a wide range of experts and interested parties. More detail on what the regulations will include is below. In summary they will set out specific elements that are required for the introduction of these statutory subjects, such as a requirement for statutory guidance and a right for parents to withdraw their children from sex

education. The guidance will support schools in how to approach teaching these subjects and set out the core pillars the subjects should cover.

This approach to making the subjects statutory also, crucially, allows schools time to prepare to deliver the new content, pending review work, from September 2019. The changes triggered by the amendment clearly signal to the school system and wider stakeholders our intention to act, and we know that schools will start planning and preparing to deliver these subjects immediately. However, it will also give us time to listen to schools about the support they need to implement these changes to the highest quality. We are confident, therefore, that this planned and measured approach to change, seeking evidence and collaboration with experts, is the right one and will ensure we use this opportunity to act to greatest effect.

The requirements on schools

The subjects would be made part of the basic school curriculum (as now for sex education in maintained secondary schools), which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education). All secondary schools (maintained, academies or independent) will be required to provide RSE. Pending the outcome of review work, all primary and secondary schools may be required to provide PSHE or elements of it.

Building on existing good practice

We know that many schools are already delivering these subjects well and will continue to do so. In 2013, Ofsted published a report into current PSHE provision, which suggested that practice was good in approximately 60% of schools and summarised what effective practice looked like. Many schools use the non-statutory programme of study provided by the PSHE Association. Government also endorsed the supplementary advice for schools, “Sex and relationships education (SRE) for the 21st century”, which was published by the PSHE Association, the Sex Education Forum and Brook. The advice addressed changes in technology and legislation since 2000, equipping teachers to help protect children from inappropriate online content, bullying, harassment and exploitation.

Implementation should be planned at an appropriate pace to allow schools to start the work now, making steady, effective improvements to their provision. This ensures that we are building an evidence-based approach to reform that works for schools and makes sure that all children benefit from a more consistent approach.

As mentioned, we will ensure the subjects are carefully designed to safeguard and support pupils and are deliverable for schools. Nevertheless, we are clear on the themes and issues they should cover, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- **different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**; and
- factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.

The review work (see below) will determine what statutory PSHE could look like in the context of statutory Relationships and RSE, and will also consider age-appropriate content and guidance. We would expect this to cover broad pillars of:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;
- economic wellbeing and financial capability;

- careers education, preparation for the workplace and making a positive contribution to society.

Key principles of statutory change

We have committed to a retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science) as currently, but not from relationships education at primary. This is because parents should have the right to teach this themselves in a way which is consistent with their values. The Secretary of State will consult further in order to clarify the age at which a young person may have the right to make their own decisions. The outcome will be set out in regulations which will be subject to consultation and debate.

Parents will also have a right to withdraw their child from any sex education (beyond the science curriculum) that primary schools choose to teach.

Providing a parent with a blanket right to withdraw their child from sex education is no longer consistent with English caselaw (or with the ECHR and UNCRC).

We are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is **appropriate to the age of pupils and their religious background**. The Secretary of State must give guidance to schools on how to deliver this. This provision enables faith schools to teach these subjects according to the tenets of their faith, whilst still being consistent with requirements of the Equality Act.

Regulations

As well as enshrining the two points above on parental rights and appropriate teaching, the regulations will ensure that:

- the Secretary of State issues guidance on delivering these subjects, which all schools must have regard to, including setting out that pupils are taught:
- safety in forming and maintaining relationships,
- the characteristics of healthy relationships,
- how relationships may affect mental and physical health; and
- schools must publish and make available a policy on the subjects.

The Secretary of State may also lay regulations to make PSHE statutory in all all schools (it is already statutory in independent schools), and these, pending the outcome of consideration of content, would set out similar requirements on guidance (without specifying content) and school policies.

Both sets of regulations may also set out further requirements related to these subjects, for example further, limited specifics on subject content. Any additional requirements will be identified by work with stakeholders conducted by the Department for Education.

Work to consider content of Relationships Education, RSE and PSHE – terms of reference

The Department for Education intends to conduct thorough and wide ranging engagement on the subjects – considering subject content, school practice and quality of delivery - to determine the

content of the regulations and statutory guidance. This will have significant involvement of the teaching profession. The Department will also engage with, and seek evidence from schools and teachers; parents and pupils; experts in safeguarding and child wellbeing; subject experts; faith groups; voluntary organisations and other interested parties; and other government departments and public sector bodies. We will set out more details when the work gets underway. On the guidance, this work will:

- produce fit for purpose guidance that ensures schools can adapt their age-appropriate subject content to pupil needs;
 - consider how to ensure the guidance avoids being prescriptive about content, but includes the concepts set out in paragraphs 12 and 13 above;
 - consider how the guidance can best meet the needs of vulnerable children and young people including those with Special Educational Needs or Disabilities or who are educated other than in mainstream settings;
 - be mindful of the wider curriculum landscape and the size/shape of the schools curriculum (including demands on curriculum time); and
 - consider how to introduce an approach to regularly ensure a refresh of each set of guidance
- In the context of quality of delivery and implementation, the work will consider:
 - building the knowledge and skills of teachers and leaders (and what support schools may require for this);
 - understanding and disseminating evidence-based good practice;
 - developing high-quality resources;
 - creating the right level of focus to raise status; and
 - whether it will be useful to change the name of PSHE via guidance.

Ofsted will consider the implications of the new requirements for school inspection.

Out of scope will be:

- consideration of the statutory status of Relationships Education and RSE,
- question of whether there should be a right to withdraw a pupil; or
- requirements which place significant new burdens on schools.

Timeline

The work to consider content will begin this spring and we expect that it will result in draft regulations and guidance for consultation in the autumn of 2017. Following consultation, regulations will be laid in the House, alongside final draft guidance, allowing for a full and considered debate. The statutory guidance will be published in early 2018, once the regulations have been passed (and at least one full year before academic year 2019/20).

Our commitment:

Milton Abbot is committed to ensuring all our pupils learn to develop into strong, healthy citizens who know they have rights and a voice. We will provide opportunities that will teach them the difference between right and wrong in their personal relationships and in the wider world. We want children to develop a voice that can speak against what is wrong and know what is right.

Aims of PHSE

Milton Abbot School believes that PSHE and citizenship in this school will be developmental and a foundation for further development in the secondary school. The school will work towards these aims in partnership with the parents:

- Personal development - developing confidence and responsibility and making the most of their abilities
- Active citizens - preparing to play an active role as citizens
- Health and safety - developing a healthy, safer lifestyle
- Relationships - developing good relationships and knowing their rights in a relationship
- respecting the differences between people

Aims of Sex and Relationships Education

Milton Abbot School believes that sex and relationships education in this school will be developmental and a foundation for further development in the secondary school.

The school will work towards these aims in partnership with the parents.

- To help children understand the changes (both physical and mental) likely to occur during puberty.
- To generate an atmosphere where questions can be answered truthfully and without embarrassment (within the guidelines as laid down below).
- To enable children to recognise and use appropriate vocabulary.
- To enable children to understand the importance of a loving relationship for family life and the bringing up of children.
- To help develop children's understanding of and respect for different family arrangements.
- To enable children to develop the skills needed to make responsible decisions and develop healthy and appropriate relationships.

Broad Guidelines for the Teaching of PHSE

Teachers are required to plan for P.S.H.C.E. every term and deliver this through the use of dedicated lessons and informal/ad-hoc 'Circle-time' (meaning they should respond to the needs of the class as issues and questions arise). Suggested activities and learning opportunities are outlined in the P.H.S.C.E scheme of work.

Broad Guidelines for the Teaching of Relationship and Sex Education

RSE education must be taught with due regard to moral and legal considerations, and reflect the explicit values of family life and supportive and enduring relationships. Assistance will be sought from outside agencies, e.g. the school nurse.

Legal Requirements

PSHE will contribute to the requirements of section 1 of the 1988 Education Reform Act and the school curriculum should be one which:

- 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life'

Under the 1993 Education Act pupils can be withdrawn by their parents (as laid out on page 7, above), from part of the relationships and sex education programme that is outside the compulsory elements of the National Science Curriculum.

Morals and values framework

The PHSE/RSE education programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- respect for self and others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community
- the importance and responsibility of the family unit
- tolerance and acceptance of others' values
- honesty and loyalty

Equal opportunities

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment. Other school policies which have relevance to PSHE, Citizenship and Sex and Relationships are:

See links to the following policies:

- Equal Opportunities
- Behaviour/ Anti-bullying
- Child Protection
- Special Educational Needs
- Children looked After
- Teaching and Learning
- Healthy Eating
- Health and Safety
- Drugs Education and Incident Management
- Confidentiality
- Race Equality
- Partnership
- Science
- RE

Working With Parents/carers

Parents/carers of Year 6 children will be invited into school before the Relationship and Sex unit begins each year and will be able to preview the videos, teacher's notes, handouts and will have the opportunity to discuss concerns with staff.

Certain aspects of the work may involve the children being asked to discuss issues with parents, perhaps completing home/school work sheets together or completing questionnaires.

Equal opportunities

Milton Abbot School is committed to working towards equal opportunities in all aspects of school life. All resources and teaching methods used will support this commitment.

At present all members of staff are committed to delivering the sex and relationships education programme who are supported by an in-service training programme.

Liaison procedures which facilitate the spiral curriculum development are already in place. Sex and relationships education will now be included.

Sex and relationships education unit

(Year 6 only, repeated annually in a one week blocked unit)

Content

The sex and relationships education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self esteem, positive self-image and confidence

The content of the sex and relationships education programme including learning outcomes will be based on the recommended LA sex and relationships education curriculum programme using 'Health for Life'.

- Names of internal/external reproductive system in males and females.*
- The main stages of the human life cycle.*

- Reproduction in humans*
- Puberty (physical and emotional changes).
- Relationships and emotions.
- Menstruation (Y5 girls)

Resources:

'Living and Growing'. Programmes and Teachers' notes.
 School nurse to assist and provide leaflets and video on hygiene.
 New resources purchased July 2015 - "BBC"

*** Parents have the right to withdraw their child from sex education but not from those areas marked with an asterisk. These form part of the National Curriculum Programmes of study for Science and are compulsory at Key Stage 2.**

Parents wishing to exercise this right are invited to contact the headteacher who will explore the concerns and the possibilities of adjusting the programme or approach. She will discuss the possible impact that withdrawal may have on the pupil and she will talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in sex and relationships education until the request of withdrawal has been removed.

Any further issues raised as part of any work done in school will be dealt with on an individual basis. Where a child demands more knowledge and information than is deemed suitable for the age group being taught, the teacher shall have the discretion to discuss individually further issues with the child. Children are given the opportunity to reflect on the content of each lesson, ask questions if appropriate and relevant. A question box is also available for children who would prefer to remain anonymous. Opportunities for private, individual discussions with the school nurse are also planned for.

Specific issues statement

Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

Milton Abbot School has a Child Protection and safeguarding policy and procedures for dealing with child sexual abuse. This policy is available on request or via the school website.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly, they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the deputy head if they are concerned.

Provision for pubertal pupils

Sanitary Disposal Units are located in the female staff toilets. Girls requiring sanitary protection should go to the school office.

Parent voice, Pupil Voice: complaints or concerns procedures

Any complaints or concerns about the Sex and Relationships Education Programme should be made to the Head teacher who will report to the governors via the link governor.

Dissemination of the policy

All staff members and governors will receive a copy of this policy.

Assessment and Recording

Teachers assess the children's work in PHSE, Citizenship and Sex and Relationships Education both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Monitoring

The PSHE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of Sex and Relationships Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Safeguarding – [Everyone has a duty to safeguard children and protect them from harm](#)

Milton Abbot School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. All staff including our volunteers and supply staff must ensure that they are aware of our procedures.

Review of the policy

Next review – September 2019