

Pass Move Grin

Education

Sex education policy

Pass move Grin Education feels passionate about ensuring a child leaves school with a good understanding of the world around them. Children need to have basic life skills and a good understanding of themselves and the world around them to keep them safe and allow them to make good life choices. We are aware that our children will receive sex education lessons in their main school and we work closely with each school to ensure our children have a broad and balanced curriculum.

The aims of relationships and sex education (RSE) at our provision are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary school provision, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

Curriculum

We create individualised plans for our pupils that are inline with their main school, the national curriculum and suited to meet each pupils needs. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Delivery of RSE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships include:

- Families and people who care for me

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- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

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We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, it makes pupils feel: Safe and supported, able to engage with the key messages, make sure that pupils learn about these topics in an environment that's appropriate for them.

Use of resources

We will consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

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The provision remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that our teaching about RSE is balanced, and it and the resources used are:
 - o age-appropriate
 - o in line with pupils' developmental stage
 - o Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 199

Roles and responsibilities

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the provision, and for managing requests to withdraw pupils from lessons.

Staff/ Teacher

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Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

You must include names/roles of those responsible for teaching RSE in your school.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from components of sex education within RSE.

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Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.