



**Crowlands Primary School
&
Newtons Primary School**

**Relationship and Sex Education (RSE) Policy
2019-2021**

Status: Approved
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Reviewed : Nov 19
Next Review date: Nov 2021

Sex and Relationships Education (RRE) Policy

Crowlands and Newtons Primary Schools

Date of Policy November 2019

Next Review Date: November 2021

Staff Responsible: Governors

1. Purpose

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to Relationships (and Sex) Education.

2. Context

This policy was developed in consultation with governors, staff, parents and pupils in response to "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (DfE July 2019) which calls for statutory RSE by September 2020.

It takes account of the school's legal obligation to have an up-to-date policy for Relationships (and Sex) Education, which should be made available to all parents / carers.

3. What is RSE?

RSE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively (see PSHE Association). Some aspects of RSE are taught in science, and others are taught as part of the wider PSHE Curriculum.

OFSTED states that

"From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level."

4. Aim and Objectives

Through our RSE programme we aim to:

- reflect the values and ethos of our school
- promote pupils' spiritual, moral, social and cultural development
- prepare pupils for the opportunities, responsibilities and experiences of later life
- enable pupils to make informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations
- develop pupils' knowledge, skills and understanding of the nature and diversity of relationships and sexuality
- help pupils develop a positive self-image and self-esteem
- help pupils respect and care for themselves and others
- help pupils gain access to information and support
- help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

5. Approach to RSE

We have a whole school approach to RSE as follows:

- the Senior Leadership Team oversees the provision and development of RSE
- the RSE/PSHE co-ordinator is responsible for the development of the programme, staff training, pupil/parent/staff consultation, liaison with outside agencies, monitoring and evaluation of the programme
- teaching staff involved in the delivery of the RSE programme are a trained team who meet regularly to review and plan the programme
- support staff play an important pastoral role in class, in groups and with individual pupils and also receive training as appropriate
- parents and carers are consulted, informed and invited in to school to look at resources etc.,
- children and young people are involved in the planning and review of resources and approaches as appropriate
- wherever possible we use active learning methods
- teaching and resources will be differentiated as appropriate to address the varying needs of pupils (e.g. those with learning disabilities) in order for them to have full access to the content of RSE.
- correct terminology is used throughout (e.g. for parts of the body)
- in accordance with the latest government guidance, parents/carers no longer have the right to withdraw their children from the Relationships Education. Where Primary Schools choose to deliver age-appropriate sex education, parents/carers retain the right to request that their child be withdrawn from these lessons (excluding withdrawal from any sex education which forms part of the National Curriculum for science)
- we work in partnership with parents and carers to ensure that every pupil has the entitlement to high quality and age-appropriate RSE

6. Delivery of RSE

- Pupils receive 2 lessons tri-weekly of PSHE/RSE via (how is it delivered, designated PSHE time, tutor time, circle time)
- Elements of our RSE programme are delivered through Science, English, PSHE (Jigsaw and 1Decision), History, Drama, Citizenship, etc.
- We have developed schemes of work, based on the PSHE Programme of Study (PSHE Association 2017) / End of Phase Expectations from the draft guidance on “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (DfE July 2019)
- We have adopted a spiral curriculum approach to the planning and delivery of this area of the curriculum in order to ensure that topics are regularly re-visited to ensure that the content is age-appropriate and developed in more detail over time.
- The programme is delivered in a safe learning environment through the use of ground rules and distancing techniques and pupils should not be expected or encouraged to discuss their own personal experience in class.
- Visitors may be used to complement certain aspects of our RSE Programme, but we believe that school staff are responsible for teaching this important area of the curriculum.

7. Content

The content of our RSE programme includes the following;

KS1

- Identify, name draw and label the basic parts of the human body
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene
- Identify their own feelings and share these with others
- Identify differences and similarities between themselves and others
- Recognise safe and unsafe situations
- Use simple rules for dealing with strangers and resisting pressure when they feel at risk or in uncomfortable situations
- Identify and be able to talk with someone they trust
- Understand the importance of special people in our lives and how they show they love and care for us
- Understand the importance of our family and appreciate that other families may be different from their own
- Be aware that their actions have an impact on others
- Identify the qualities of a good friend
- Make friends and keep friends

KS2

- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Understand different types of friendships and develop the skills to form and maintain positive, healthy relationships with others
- Develop the skills to manage conflict in their own friendships
- Identify differences and similarities between people and be sensitive to these
- Respect the viewpoints and beliefs of others, even if these are different to their own
- Challenge gender stereotypes
- Challenge bullying behaviour
- Recognise and resist unwanted physical contact from others
- Understand the physical and emotional changes that will happen to them during puberty, and be prepared for these
- To accept that their actions have consequences and to take responsibility for these
- The difference between sex, gender identity and sexual orientation
- Recognising bullying and abuse in all its forms, how to respond and how to seek help
- How to keep safe including on-line & via social media

8. Inclusion and Equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

- Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)
- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

The right to withdraw

The Government guidelines Relationships education, relationships and sex education (RSE) and health education Statutory Guidance

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

However, where primary schools choose to deliver Sex Education, some parents may prefer to take the responsibility for these aspects of their child's education. Parents / Carers continue to

have the right request that their child be withdrawn from all or part of the school's Sex Education excluding those aspects of the programme that fall within the Science National Curriculum.

It is hoped that the opportunity to preview the content and resources used within the school's Sex Education Programme of work, will reassure them and minimise their desire to exercise their right to withdraw their child from this very important curriculum area.

However, Parents / Carers are encouraged to discuss any concerns with a member of staff.

9. Visitors

Visitors enhance but do not replace our teacher-led programme. Teachers will always preview the content of visitors' sessions and monitor the materials they intend to use in advance of the session being delivered. Teachers will always be present during visitors' sessions. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

10. Ground Rules and Distancing Techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of Relationships and Sex Education. Therefore, it is important to establish ground rules before delivering sessions, which cover the following points:

- Pupils will be given preparation to enable them to minimise any embarrassment they may feel.
- No one (teacher or student) should be expected to answer any personal questions.
- No one will be forced to take part in discussions.
- Only correct names for body parts will be used.
- Meanings of words will be explained in a factual way.
- Use of distancing techniques (scenarios / role play / case studies) is a useful way of prompting discussions of a sensitive nature without divulging personal information.

11. Dealing with Questions

Teachers should establish clear parameters about what is an appropriate question.

Pupils are encouraged to write down questions anonymously and post them into a question box. This provides the teacher with time to prepare their answers in advance of the next session and also to avoid any inappropriate / personal questions.

If a question is too explicit, feels too old for the pupil or raises concerns about possible abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

In these cases Child Protection and Safeguarding Procedures should be followed.

If it is necessary for staff to break confidentiality, pupils should be informed first and assured that their best interests will be maintained at all times

12. Confidentiality

We ensure that ground rules are established before RSE lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class.

Pupils should be made aware that school staff cannot offer unconditional confidentiality to pupils. If personal disclosures are made, wherever possible, staff should encourage pupils to talk to their parent or carer.

However, if any form of abuse is suspected, staff must follow the school's Child Protection and Safeguarding procedures.

If it is necessary for staff to break confidentiality, pupils should be informed first and assured that their best interests will be maintained at all times.

Visitors to the classroom are made aware of our Confidentiality Policy and are aware of the school's Child Protection Policy and Procedures.

Pupils are made aware of how to access confidential information and support after the lesson, should they need it.

13. RSE and Safeguarding

At The Growing Together Federation we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

RSE lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe
- Understand potential dangers they could face
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- Know when and who to ask for help when needed

Particular issues covered include:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and Prejudice-based bullying (also in Computing)
- Racist, disability, and homophobic and transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse (also in Science)
- Issues that may be specific to local area or population, for example, gang activity and youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages.

14. Monitoring, Evaluation and Assessment

The programme is regularly evaluated by the RSE Co-ordinator. The views of the pupils and teachers delivering the programme are used to make on-going changes and improvements to the programme.

We monitor pupils' knowledge, skills and understanding by various means including:

- Self-assessment
- Peer assessment
- Teacher observations
- Quizzes and questionnaires
- Responses to scenarios / role play situations

15. How this policy has been developed and shared

The policy has been developed and agreed in consultation with pupils, parents/carers, teaching and support staff, governors, school health staff and other relevant agencies.

This policy is published on the school website.

Links with other policies

PSHE & Citizenship
Child Protection / Safeguarding
Behaviour

Equality and Diversity
Confidentiality
Anti-Bullying