

Relationships and Sex Education (RSE) Policy



Relationships & Sex Education Policy - Document Status			
Date of Policy Creation	May 2017	Named Responsibility for PSHE	Linzi Garner
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'Love, Laugh, Learn'

Responsibility, Respect, Resourcefulness, Reciprocity (teamwork), Resilience

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. All government guidance refers to 'Sex and Relationships' education. However we have agreed as a school to call our policy 'Relationships and Sex Education' because we want to emphasise the importance foremost of positive relationships.

RATIONALE WHY RSE?

***'Our children learn about sex and relationships from the very youngest age, even if we don't talk to them. Some of the things they learn are incorrect, confusing and frightening... we should talk to our children to help them make sense of it all.'* (DfES, 0706/2001)**

Relationships and Sex Education, (RSE), is a key aspect of Personal, Social and Health Education (PSHE) in Primary Schools.

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. (DfES, 'Sex and Relationship' Guidance, 2000.)

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education programme'. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

Research demonstrates good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them to learn the reasons for, and the benefits to be gained from, delaying such activity.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

THE AIMS OF THIS POLICY

- To provide guidance to all members of our school community about the philosophy and practice of RSE.
- To clarify the roles and responsibilities of teachers, governors, support staff and all other adults working in school who share responsibility for RSE
- To formulate a way of working as a whole school.
- To give accurate information and help children develop key life skills
- To help children learn and understand physical development at appropriate stages
- To teach the significance of marriage and stable relationships.
- To promote the spiritual, moral, cultural, mental and physical development of our pupils
- To prepare children for opportunities, responsibilities and experiences of adult life.
- The children will be taught SRE which is age and stage appropriate.

PRINCIPLES

Our RSE Policy is based on the following principles:

- We will foster a culture of openness and acceptance where questions will be answered honestly and where discussion can take place without embarrassment.
- We will help children to understand the value of family life, of loving relationships and the implications of parenthood and the need for the proper care of the young.
- We will help our children to understand their rights and to be able to resist unwanted touches or advances and to communicate their feelings.
- We will help to develop a positive self-image and skills including communication and decision skills so that informed appropriate choices can be made.
- We will help children to accept the variation in rates of growth and development and reassurance that change is part of life's cycle and support in adjusting to these changes.
- We will be aware of the needs of all children and adults which may be related to RSE.
- We will establish a trusting partnership between the school and parents and when necessary outside agencies which will enable concerns to be shared.

INCLUSION

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve the school's approach to RSE we will take account of:

The needs of boys as well as girls

Girls tend to have greater access to RSE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality

On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual or transsexual (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our children will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall also actively tackle homophobic bullying (see also the school's Anti Bullying and Equality policies).

Special Educational Needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. Therefore we will seek advice from specialist schools/professionals so that the information is accessible.

Pupils who use alternative methods of communication

Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

THE KEY STAGE 1 CURRICULUM

At Wrockwardine Wood Infant School and Nursery we use a thematic approach to learning. In this way the “theme or topic” allows children to see the cross curricular links between areas of study. Themes based, for example, on ‘Ourselves’ and ‘Our homes’, these are carefully planned in Key Stage 1 and it is through themes like these that RSE is taught. At no time is RSE taught as a separate discrete area of knowledge at Key Stage 1. The thematic approach like the one mentioned here enables teachers who know their children really well to plan specific activities based on the age and maturity of children.

Teaching and Learning

Teaching and Learning of RSE takes place through PSHE in particular the Jigsaw Piece *Changing Me* as well as elements of the National curriculum for Science.

Units of Study for RSE:

An outline of the RSE scheme of work can be found in the appendices. We use our PSHE programme Jigsaw ‘*Changing Me*’ as well as the Channel 4 ‘*Living and Growing*’ video clips. These are accompanied by teacher resource books and have follow up activities which reflect the content of the programmes and help to develop themes for further discussion.

Relationship and Sex Education has three main elements:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

Personal and social skills

- learning to manage and talk about emotions and relationships confidently and sensitively
- developing skills of listening, discussing, sharing
- developing self respect and empathy for others
- appreciating ways in which people learn to live and work together e.g. learning to make choices based on an understanding of difference and with an absence of prejudice
- knowing that there are different types of family and to be able to describe the roles of individuals within the family
- knowing about the rituals associated with birth, marriage and death and to talk about the emotions involved
- developing an appreciation of the consequences of choices made
- managing conflict

- to know about personal safety and to know that individuals have rights over their own bodies e.g. recognize and avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding the concept of male and female
- understanding the need for personal hygiene to prevent the transmission of infectious diseases (not STD at this age) and to practise simple routines, e.g. washing hands, using a handkerchief

From time to time we invite outside agencies into school to enhance learning. For example our school nurse has access to a wide range of resources and has helped teach children about the importance of personal hygiene. We also welcome the support of parents. We recently were able to weigh and measure a baby, the sibling of one of our children, and to look at how we grow and change.

Early Years and Foundation Stage

Understanding of the World

- Find out about and identify some features of living things they observe
- Investigate places, objects, material and living things by using all of the senses as appropriate
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- Begin to know about own culture and beliefs and those of other people
- Find out about past and present events in own life and in those of family members and other people she / he knows

National Curriculum

Science Key Stage 1

Year 1

Animals including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals including humans

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.

By the end of Key Stage 1 through effective RSE and PSHE we expect our children to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people and ways in which they are similar and different from others

- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people
- Learn about marriage

Evaluation and monitoring

RSE lessons will be evaluated regularly in line with the schools monitoring cycle and the School Improvement Plan.

The RSE policy will be reviewed every three years in consultation with parents. It will be amended sooner if there are changes in legislation.

Role of the Governors

There is a requirement for all schools to have an up to date RSE policy that has been agreed by the Governing Board and which is made available for inspection and to parents. The Governing Board will consult with parents in developing the RSE policy to ensure that parent's wishes and the culture of the community are taken into consideration. They will also view and agree the materials that are to be used in school.

Partnership with Parents

Parents are the key people in teaching their children about relationships, sex and growing up. Therefore the Governing Board has involved parents in developing this policy. This ensures it reflects parents' wishes and the culture of the community the school serves.

The recommended video and support materials to accompany the schemes of work has been viewed and given the approval by the Governing Board. The materials have also been viewed by parents in school to enable them to support their child's learning.

Parents and children will be consulted regularly on the content of the RSE policy and programme. Information is also available on the school website.

Parents can be assured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. All those contributing to the teaching of RSE are expected to work within the agreed policy.

Specific information that can be shared with parents can be found in the appendices.

Parents are informed when the Living & Growing materials will be shared with their child.

Working with parents and carers

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and Sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Wrockwardine Wood Infant School & Nursery works within the RSE guidelines and consults effectively with parents/carers so they should feel reassured about the content of this policy.

When parents attend the induction meeting prior to children being admitted we outline in detail the contents of this policy and provide opportunities for questions. In this way we hope to establish a partnership which will:

- enable us to listen to concerns of parents so they know they will be taken seriously and acted upon
- enable us to share our approaches and strategies so that we are mutually supportive

If parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with the headteacher at the earliest opportunity.

APPENDICES

1. RSE Scheme of Work

2. Responding to children's questions

3. Teaching Strategies

4. Parents Information

5. Model letter to parents

APPENDIX 1

SCHOOL SCHEME OF WORK FOR RSE

EYFS

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
R	Piece 1 My Body	Label and name all the different body parts
R	Piece 2,3 Respecting My Body Growing Up	Children learn how to keep their bodies healthy and happy. Children will understand and respect the changes that happen to themselves and order different life stages. Baby, toddler, child, teenager, adult, elderly

Key Stage 1

The parts of RSE that fall under National Curriculum Science are:

Year Group	Science Unit	Learning Intentions 'Pupils will be able to...'
1	Animals including humans	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Animals including humans	Notice that animals, including humans, have offspring which grow into adults.

RSE through Jigsaw

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina and to respect my body and

	Girls'	understand which parts are private bodies.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl.

CHANNEL 4 'LIVING & GROWING'

Unit 1	Title	Content	Year Group
Programme 3	Growing Up	A theme of 'Where do I come from?' and continuous work on life cycles, growth and change. It also looks at relationships.	Year 1
Programme 2	How did I get here?	A theme of 'Growing' and looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It also covers the growth of the foetus during pregnancy.	Year 2

Appendix 2

RESPONDING TO CHILDREN'S QUESTIONS

All staff have agreed that we should:

Always respond

Never refuse or avoid a response even if the response is "Why are you asking this question?" or "Let me think about this and I will get back to you."

Be honest

Not the "gooseberry bush" type response.

Ensure the response is appropriate

We should always bear in mind the age and maturity of the child. Often young children are perfectly satisfied with a response that gives the minimum amount of information. We should remember that children will usually ask supplementary questions if not satisfied with the answer we give. There may, therefore, be no need to be too explicit.

Think about the language used

If the child is using language that is sexist, homophobic etc. explain why this is unacceptable.

Think about the terminology

Correct names for body parts should be used.

Think about the context

Is the question designed to shock or is it a genuine enquiry? We do have a small minority of children who will test and challenge us to see how far they can go. In order to make a judgement about an appropriate response it may be helpful to ask questions like "Where have you heard this?" "Why did you ask this question?"

Occasionally children may make comments or ask questions that set alarm bells ringing. As adults we may feel they are an indicator of a Child Protection issue. If any adult has any suspicions or doubts these should be reported to the Designated Person for Child Protection (Headteacher).

Maintaining our partnership with parents is of paramount importance. If a child asks questions which staff have responded to appropriately but, based on our knowledge of the family we think may concern parents, then we need to informally share this with them. In this way we can avoid misunderstandings. However, where there may be a Child Protection issue then we will seek advice from Family Connect before speaking with parents.

Appendix 3

Teaching Strategies for RSE

It is essential that we provide a safe, secure environment for teaching RSE, one in which children are able to develop confidence in talking, listening and thinking about sex and relationships. There are a number of teaching strategies that will help staff and children:

Ground Rules

A set of rules which will help create a safe environment in which teachers or children do not feel embarrassed or anxious about unintended or unexpected questions or comments. These should be agreed at the beginning of the planned unit of work. For example:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible factual way

Distancing techniques

Teachers can avoid embarrassment and protect pupils' privacy by depersonalizing discussions maybe through the use of role play, theatre or videos.

Dealing with questions

See 'Responding to Children's Questions' (appendix 2)

Discussion

Discussion encourages learning and is enjoyed by pupils. Active learning is most effective when pupils are working in groups. Circle time can be used at appropriate times.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. It helps teachers evaluate sessions and plan future teaching and learning opportunities.

Confidentiality

Children will be made aware that teachers are unable to offer complete confidentiality. Children will be encouraged to talk to their parents/carers or, if more appropriate, they will be informed of sources of help that are available.

If personal disclosures are made then appropriate school procedures must be followed, including child protection procedures if a child discloses information that may cause concern such as sexual abuse. All staff are aware of the designated member of staff to deal with such incidents.

Appendix 4

Useful contacts and references:

National Children's Bureau
8 Wakeley Street
London EC1V 7QE Tel: 020 7843 6000
e- mail sexedforum@ncb.org.uk

(1) Forum Factsheet: Sex and Relationship education for primary age children
www.ncb.org.uk/sef

(2) Sex and Relationship Guidance
DfEE 0116/2000

Forum Factsheet 31: Talk to your children about sex and relationships:
support for parents: www.ncb.org.uk/sef
www.parentlineplus.org.uk

Homophobic Bullying: DCSF-00668-2007 See Equalities Policy

Our school provides RSE with regard to the [Secretary of State's guidance](#);

JIGSAW scheme of work www.jigsawpshe.com

Appendix 5

Dear Parents

As part of our learning in Science this term about animals, including humans, we will be implementing the School's ***Relationship and Sex Education*** (RSE) policy. The school uses '*Living and Growing*' resource materials to support teaching and learning.

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Pupils will have considered:

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Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.