

# Coleham Primary School



## Relationship and Sex Education Policy

Date of policy: Spring 2016  
Date of review: Spring 2018

## Introduction

We have based our school's sex education policy on the DfEE guidance (ref DfEE 0116/2000). We refer to RSE (Relationship and Sex Education) as we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships.

Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality, sexual orientation and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. This is part of the integrated curriculum of the school. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the consideration of the personal, social and emotional development of the child (see PSHE policy) and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes. It should be provided for all children including those with physical, emotional or learning difficulties.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance, good practice guidelines and consistent with Shropshire Council recommendations. This policy has been reviewed and updated in consultation with teaching and support staff, and approved by Governors. It will be reviewed following the school policy review cycle and within a maximum of every two years.

## Equal Opportunities

At Coleham Primary School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to:

- gender roles
- stereotyping

Taking into account the following equality issues:

- race and culture
- disability
- religion
- transgender / cisgender
- sexual orientation

RSE education may help to counteract certain assumptions and influences in society such as:

- females being more passive than males;
- women always being the homemaker;
- men always working as the “breadwinner”
- males being aggressive and dominant.

### **Child Protection**

The Child Protection Procedures as laid down by Shropshire County Council are followed. All referrals, whatever their origin will be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is ‘at risk’. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the above Child Protection Procedures, a copy of which is available for parents in school.

For further guidance refer to the specific policy on Child Protection

### **Moral and Values Framework**

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy will be complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

### **The social, ethnic and religious mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

### **Disability**

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

### **Whole School approach**

It is our belief that RSE is the responsibility of all staff and should be an integral part of the teaching and learning process in order to prepare children to cope with the physical and emotional challenges of growing up and give them an understanding of human reproduction. It should be provided for all children including those with physical, emotional or learning difficulties.

We believe it should encourage the exploration of values and moral issues, along with considerations of sexuality, sexual health and relationships. It should develop decision-making and communication skills, foster self-esteem, self-awareness and respect for oneself and others.

Questions will be responded to as they arise in a straightforward way, giving simple and correct information, using correct terminology for body parts and functions appropriate to the age of the child. This includes questions in sensitive areas, such as same sex parenting, HIV/AIDS, abortion, sexuality etc. which may arise.

School staff have the right not to feel under pressure to answer questions on the spot and will use distancing techniques such as referring the question to a question box, allowing time for discussion about the most appropriate way to answer.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

### **Organisation**

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible a Teaching Assistant or other member of staff to provide a gender balance.

Work in single and mixed gender groups and small groups may well be used based on learning and developmental need. The school nurse will be asked to support by offering question and answer sessions where possible.

In PSHE we teach pupils about relationships and encourage children to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We teach pupils about relationships, and we encourage children to discuss issues.

We encourage children to ask for help, providing reassurance that change is part of life's cycle. In year 6 the emphasis is on the changes that occur due to puberty, emotional and physical, these are taught through the Shropshire RSE Transition Project as part of the Shropshire Respect Yourself scheme of work. In years 1 to 5 the curriculum is taught through The Shropshire Respect Yourself: Eat Better, Move More, Relationship and Sex Education programme. This provides children with an age appropriate, consistent spiral scheme of work with an emphasis on decision making and choices to be happy, healthy and safe.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping ourselves and our bodies healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. We also teach some aspects of RSE through other subject areas (e.g. P.E. and R.E).

### **Aims**

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

Our Scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Raise awareness of sources of help, support and advice

The purpose of sex education will include the following:

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young.
- To develop skills in personal relationships e.g. communication, assertiveness, decision making.
- To build and develop the self-esteem of all young people.
- To promote equal opportunities for all and tackle homophobic, biphobic and transphobic bullying.
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes.
- To counteract misleading folklore, myth and playground rumours and false assumptions.
- To work with parents to provide a well balanced viewpoint on all aspects of RSE for children so that their social, emotional, mental and physical health is safeguarded.
- Give children support in adjusting to changes and help them to accept the variation in rates of growth and development.

We teach children about:

- the physical development of their bodies as they grow into adults, reassuring them that such changes are normal and the correct terminology for body parts ;
- the need to discuss RSE issues, at home or school, without embarrassment;
- counteracting misleading or false information and challenging prejudice;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life and proper care of all young creatures;

- moral questions;
- relationship issues, including issues of self-esteem and assertiveness;
- equal opportunity such as same sex families or transgender living;
- exploring attitudes and emotions;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters.

### **Home/School Partnership**

Children are exposed to information and messages from T.V, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1993 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with the class teacher and head.

The Head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum. Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing.

Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

### **Role of Head teacher in liaison with PSHE Subject Leader**

It is the responsibility of the head and PSHE Subject Leader to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support
- external agencies adhere to the Shropshire County visitors guidance

**Complaints Procedure**

If parents have any cause for concern about the RSE Policy they will be asked to come into school to resolve the problem and follow the school complaints policy.

**Monitoring and review**

The Curriculum Committee of the governing body monitors our sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

Governors require the Head teacher and PSHE Subject Leader to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed following the school policy review cycle and within a maximum of every two years.

Policy prepared by:	Mrs Yvonne Rowley (PSHE/RSE subject leader)
Date of policy:	
Date of review:	
Agreed by SMT on:	
Adopted by the Governing Body on:	

**Other information****Key websites:**

- [www.teachersnet.gov.uk/pshe](http://www.teachersnet.gov.uk/pshe)
- [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk) Sex Education Forum

**Resources**

Shropshire Respect Yourself Transition Project (Y6)

The Shropshire Respect Yourself: Eat Better, Move More, Relationship and Sex Education programme (Y1-5)

Living and Growing material  
KS1 & KS2 SENSE DVD  
Story books

**Appendix****Appendix 1**

Sample letter to parents

**Appendix 2**

Governor's statement

Appendix 1

Dear Parents and Carers

**Shropshire Respect Yourself:  
Eat Better, Move More, Relationship and Sex Education Programme**

As part of the statutory national curriculum aspects of relationship and sex education are taught to all pupils. This includes understanding growth, lifecycles and reproduction for animals/mammals and naming of body parts. We believe that this biological approach needs to be balanced with an emphasis on relationships, feelings, and values. We are particularly concerned to ensure our children know how to keep themselves safe and healthy and develop confidence and self-esteem to ensure they are not vulnerable or exploited in any way.

The scheme of work we are delivering to our year 6 children is the Shropshire Respect Yourself Relationship and Sex Education programme. This has won a national award. It is informed by national recommendations and good practise guidance. It supports transition from year 6 to secondary school. Many of the secondary schools in Shrewsbury are also planning to deliver the Year 7-11 programme, which will ensure continuity and age appropriate progression.

As part of our planning for the delivery of this programme we have made sure that there is consistency with our school's ethos and related policies, such as safeguarding and bullying.

In years 1 to 5, the Shropshire Respect Yourself: Eat Better, Move More, Relationship and Sex Education programme will be followed. We believe this will provide a comprehensive scheme of work for our children, helping them develop their self-esteem and confidence to make healthy choices and keep safe.

The programme will be delivered by class teachers', with the support of familiar teaching assistants. There will be opportunity for the children to work in mixed and single gender groups and exercises can be adapted to take into account different levels of maturity and ability. We encourage pupils to ask questions, seek further information and complete activities and make suggestions at home. We see this work as a partnership between school and home.

Please come to an informal meeting to discuss the programme, see the resources and ask questions. There are a number of resources and books which can be made available or recommended to help you respond to, and discuss these important issues with your child.

Kind regards,

Mrs Yvonne Rowley

PSHE / RSE subject leader

## Appendix 2

### **Governor's statement on the Shropshire Respect Yourself programme with reference to Relationship and Sex Education policy and practice**

Governing bodies are required by the 1993 Education Act to prepare and keep up to date statements of policy on the content and organization of any sex education in their schools. In making this statement Governors have taken account of the National Curriculum documents for science and PSHE and Citizenship.

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as, relationship and sex education (RSE), placing the emphasis on relationships

RSE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The work is integrated within science and PSHE. We are planning to phase in use of the Shropshire Respect Yourself RSE scheme of work and recommended resources. This is a national award winning programme, which is cross phase, providing consistency of approach and a spiral, age appropriate curriculum for our pupils.

The class teachers will deliver the lessons. The work will be integrated into the ordinary life of the class so that both boys and girls will have a clear understanding of, and be in sympathy with the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate. Depending on availability, the school nurse may offer question and answer sessions.

Parents are invited to comment on the updated school's policy, to attend a parents meeting to preview resources and discuss the programme of work. The Headteacher and Governors are available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education additional to that required by the National Curriculum Science Order.