

Coleham Primary School



Relationship and Sex Education Policy

Date of policy: Spring 2018
Date of review: Spring 2020

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, health and economic 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.

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 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 & Safeguarding.

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, health and economic 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. As of the academic year 2019/20, schools will be expected to deliver 'relationships education' in primary schools. After this date, parents will not be able to withdraw from this. The right to withdraw a child from the sex aspect of RSE remains. If a parent wishes to do so, 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

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 or more frequently in line with any new legislation or working practices.

Other information

Key websites:

- www.teachersnet.gov.uk/pshe
- 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

I am writing to inform you that this term we will begin our delivery of our Relationship and Sex Education (RSE) scheme to all children from Reception to Year 6.

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 scientific 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.

We will be delivering the Shropshire Respect Yourself Relationship and Sex Education programme to Year 6 pupils. 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.

For pupils in Reception to Year 5, we will be teaching from the Shropshire Respect Yourself: Eat Better, Move More, Relationship and Sex Education programme. This was nominated for a national award. We believe this provides a comprehensive scheme of work for our children, helping them develop their self-esteem and confidence to make healthy choices and keep safe.

The programmes will be delivered by your child's class teacher. The lessons are specifically designed with the age and maturity of the pupils in mind. There will be opportunities for the children to work in mixed and single gender groups and exercises will be adapted to take into account different levels of maturity and ability. We encourage pupils to ask questions, seek further information, complete activities and make suggestions at home.

We see this work as a partnership between school and home. Research shows that Relationship and Sex Education has a protective function as young people who have had good RSE (including that taught by parents and family in the home) are more likely to make responsible choices about relationships and keeping safe when they grow up. In order to find out more about what we teach in school and to support you in starting or continuing the conversation at home, you are invited to attend:

Relationships and Sex Education Curriculum Evening for Parents on

It is highly recommended that all interested parents from across the school attend this meeting but due to the nature of the subject, we regret that it is not appropriate for children to attend.

As the PSHE leader for the school, I will share an overview of the scheme and some of the key aspects that you can expect your child to learn about including the use of biological language and when concepts are introduced. There will be a chance to look at the resources that we use in school and ask questions. Last year, 100% of parents who attended and responded to our session evaluation stated that the session was helpful (47%) or very helpful (53%) and as a result of parental feedback we have included the whole school overview of RSE lessons on the reverse of this letter.

If you would like further information about Relationships and Sex Education, our school policy and an overview of all the lessons are available on the school website. Alternatively, please do not hesitate to contact your child's class teacher or myself who will be glad to answer any queries you may have.

Yours sincerely,



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 organisation 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.

Relationships and 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 is 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.