

Relationships and Sex Education Policy

Governors' Committee Responsible: Full Governing Board	Governor Lead: Martin Lock	Nominated Lead Member of Staff: Head teacher
Date Reviewed: November 2018	Status & Review Cycle: Statutory 3 years	Next Review Due: November 2021

This policy has been developed by the PSHE Co-ordinator and the Head with consultation from the staff and the Governor's Children & Learning Committee

The policy reflects the DfES 2000 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority.

All school personnel, parents and pupils have been made aware of this policy. The policy will be available to parents through our website and in the Policies folder in the foyer.

DEFINITION OF RSE:

RSE is A "lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings". (Sex Education Forum 1999).

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 young people to make responsible and informed decisions about their health and well-being.

AIMS AND OUTCOMES OF RSE IN THE CURRICULUM:

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- have a better understanding of the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion

- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

MORALS, VALUES, EQUALITIES AND SAFEGUARDING:

The RSE programme at the school reflects our ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Further to this RSE will support the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family background.

EQUAL OPPORTUNITIES STATEMENT

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

CONTENT OF THE SCHOOL RSE PROGRAMME:

EYFS

The Early Years curriculum has a specific strand called Personal, Social and Emotional Development. This involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Key Stage 1

- Pupils learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other.
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.
- That family and friends should care for each other.
- That there are different types of bullying, that bullying is wrong, and how to deal with bullying.

Key Stage 2

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.
- Life processes are discussed including the emotional and physical changes that take place at puberty, why they happen and how to manage them.
- To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their friends and family and others positively.
- To recognise the risks in different situations and then decide how to behave responsibly including sensible road use, and judging what kind of physical contact is acceptable and unacceptable.

HOW RELATIONSHIPS AND SEX EDUCATION IS ORGANISED IN THE CURRICULUM:

RSE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At Byfleet Primary School the main content is delivered once a year in Years 5 and 6, but other content is taught in PSHE and Science.

- RSE is normally delivered by the School Nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- Resources to be used are: Local health Authority RSE Resources, PSHE Curriculum, Science Curriculum.
- RSE is delivered in different ways e.g. Circle time activities with an emphasis on being safe; raising self – esteem, etc., Science lessons as whole class studying life processes;
- External agencies helping us to deliver RSE in our school include: The school nurse in Surrey use the National Curriculum.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- We ensure that pupils are able to ask anonymous questions by writing them down
- Resources used are flexible in order to meet the needs of the pupils and curriculum and are made available to parents
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum
- Visitors are invited in to school because of the particular expertise or contribution they are able to make – this is to enhance the provision already in place through the taught PSHE (RSE) curriculum
- Visitors are familiar with and understand the school’s RSE policy and safeguarding policy and work within these documents
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

PARENTAL INVOLVEMENT:

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are/will be provided with the opportunity to find out about and discuss the school’s programme through parent awareness sessions, parents’ evenings, involvement in policy development, involvement in curriculum development, the school website and prospectus, displays and an open door policy.

To promote effective communication and discussion between parents and their children we notify parents through information evenings, termly curriculum maps and the school website about when particular aspects of RSE will be taught. We also encourage an open

door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN:

Parents have the right to withdraw their children from all, or part of the RSE curriculum, except for those parts included within the National Curriculum. Effective methods to communicate the school approach to RSE, including the parental right to withdraw their child, are through the school website, brochure, curriculum/information evenings and the RSE policy.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

If parents wish to withdraw their children from RSE we will signpost parents to information they can use in the home and will ensure that staff are aware of the parents' wishes should a conversation arise about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn, so that they can handle this conversation sensitively.

The school engages parents in RSE and encourages them to discuss appropriate issues such as growing up, emotions/feelings, relationships and sex with their children through providing them with the content and plan for the curriculum that year.

PUPIL INVOLVEMENT:

We involve pupils in the development of the RSE curriculum by responding to their feedback and questionnaires.

ADDRESSING SENSITIVE ISSUES RELATED TO RELATIONSHIPS AND SEX EDUCATION:

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly,

and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Byfleet Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Many conversations with staff, parents and pupils can prove delicate and must be handled appropriately and with sensitivity. Areas within the PSHE (RSE) curriculum can provide a concentrated number of sensitive topics, questions and issues. Where possible consideration should be given on how best to address issues before they arise and guidance is available in the Curriculum Policy file.

CONFIDENTIALITY:

Staff cannot offer or guarantee pupils unconditional confidentiality, this should be understood by all staff and pupils and embedded through the use of PSHE Ground Rules. Staff should follow the school procedures as set out in the school's Safeguarding and Child Protection Policy if they feel that a pupil is 'at risk' or 'in danger' and speak to the school Designated Safeguarding Lead (DSL).

HOW THE RELATIONSHIPS AND SEX EDUCATION PROGRAMME IS MONITORED, EVALUATED, AND ASSESSED:

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

PROFESSIONAL DEVELOPMENT FOR STAFF:

The policy is reviewed annually and training and support is available for staff throughout the year on a rolling programme. The need for training is audited by the PSHE Co-ordinator.

LINKS TO OTHER POLICIES AND ADVICE:

This RSE Policy is supported by, but not limited to:

PSHE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Equality Policy

Anti-bullying Policy

Intimate Care Policy

Sex and Relationship Education Guidance – DfES

REVIEW OF THIS POLICY

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.