



'Being different, Belonging together'

Relationship and Sex Education Policy for Frances Olive Anderson Church of England Primary School

Date of approval and adoption: February 2018

Date for next review: February 2020 or sooner if required.

Signed by:

PSHE Co-ordinator

Head teacher

School Governor with lead responsibility for
RSE



'Being different, Belonging together'

Relationship and Sex Education (RSE)

Description of Setting

This policy reflects the character of our mainstream primary school; a rural village Church of England school of approximately 200 mixed gender children which serves 4 neighbouring rural villages as well as children from Gainsborough, ranging in age from 4 years to 11 years with a mix of multicultural and ethnic backgrounds.

Values Statement

Our **ethos**, 'Being Different: Belonging Together' underpins all we aim to achieve at Frances Olive Anderson C of E Primary School, through the curriculum being taught and our daily interactions.

It is our **vision** to fully equip our children with values, skills and knowledge that provide the building blocks for their future.

Our School Aims are:

- **To provide an excellent and enjoyable education**, so that each child is able to achieve his/her potential, whilst experiencing success and achievement as he/she progresses.
- **To develop the physical, emotional, social and communication skills of all involved in the school**, so that they are able to make informed decisions about their current and future lifestyle.
- **To provide a caring and stimulating environment**, which is safe and welcoming to all, to foster responsible attitudes and encourage good behaviour and relationships, both in and out of school.
- **To encourage all children to learn how to live and work with other people**, to recognise their responsibility and contribute positively to society.
- **To develop an understanding of Christian morals and values**, as well as respect for other faiths, cultures and ways of life.

Definition of RSE

The Sex Education Forum defines SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

RSE should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect.

Planning for RSE also requires an understanding of the needs of children and young people. Knowing about aspects of RSE does not, on its own, ensure a young person's personal safety and sexual health. Good RSE should help pupils to develop the personal skills they will need if they are to establish and maintain relationships and make informed choices and decisions about their health and wellbeing.

RSE is taught in our school within a moral framework which includes the following:

- Respect for self and others



'Being different, Belonging together'

- Non-exploitation in relationships
- Commitment, trust, and love within relationships
- Honesty with self and others
- Self-awareness for self and others
- Exploration of rights, duties and responsibilities involved in sexual relationships
- Acknowledgment and understanding of the diversity regarding religion, culture and sexual orientation.

RSE topics are taught through the statutory requirements of the National Curriculum 2014 Science orders, which are mandatory for all primary aged pupils and through our well planned Personal, Social and Health Education (PSHE) curriculum.

Description of how policy was formulated and who was consulted

This policy was developed in consultation with 'Think 2 Speak' advisors, including an RSE specialist, staff members at school, school governors and was shared with parents/carers via a curriculum meeting in Spring 2017.

Role of PSHE Coordinator

The role of the PSHE subject leader is to ensure all staff are up to date and equipped with the relevant knowledge and resources in order to deliver effective RSE. The leader will monitor that RSE is being taught as outlined in this policy, that parents/carers are informed prior to the lessons and that staff will assess the understanding and learning shown by the pupils.

Role of school governors

All school governors and our named governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate RSE curriculum for our pupils.

Aims and Objectives of RSE

- To address concerns and correct misunderstanding to enable pupils to protect themselves and ask for help
- To develop friendship/relationship skills
- To developing positive attitudes and values
- To gain knowledge and understanding about puberty, reproduction and sexuality
- To develop the confidence to talk, listen and think about their feelings and relationships
- To challenge negative and prejudiced attitudes
- To explore attitudes and values helping children to make healthy and informed choices and positive relationships
- To develop skills in communication, risk assessment, decision making and



'Being different, Belonging together'

assertiveness

- To develop the ability to make informed choices
- To develop an understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make well considered decisions
- To encourage an appreciation of the varieties of family which exist in our multi-faith and multi-racial society
- To develop a discerning eye for the messages they receive from the media.

Organisation and entitlement

Following consultation staff training and parental meetings with 'Think 2 Speak' advisors, we now use 'The Christopher Winter Project (CWP): Teaching RSE with confidence in Primary Schools' as a basis for our scheme of work which is embedded within our PHSE curriculum and taught by the class teacher. The lessons combine a range of teaching styles and active learning techniques. The project provides links to stimulating teaching and whiteboard resources which have been used in a variety of settings and has been enthusiastically received by teachers and pupils.

RSE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Many children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

The CWP have been awarded the fpa Pamela Sheridan Award for Excellence in recognition of its pioneering professional development programme in relationship and sex education. CWP's success is based on a thorough understanding of what constitutes effective RSE for both teachers and pupils.

- What will be taught and at what age? What strategies and methods will be used?
- Delivery – class teachers, specialist team
- Clearly defined learning outcomes for each key stage
- When it will be delivered? Will it be delivered in assemblies/drop down days?
- How it will be delivered – range of approaches, criteria for resource selection single or mixed gender groups?
- Questions that arise outside the planned sex education curriculum will tactfully be avoided until advice is sought on how to appropriately support the child/ren.

Curriculum overview

Usually delivered Summer term 2 as discreet lessons or within topic if it relates to the science content. A letter will be sent home prior to the session.

Reception Our Lives	Lesson 1: Our Day Lesson 2: Keeping ourselves clean Lesson 3: Families
Year 1	Lesson 1: Keeping Clean Lesson 2: Growing and Changing



'Being different, Belonging together'

Growing and Caring for Ourselves	Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences Male and Female Lesson 3: Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5 Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communication in Relationships

Statutory Requirements

Taken from section 2.1 of the National Curriculum framework (DfE 2013a)

The Education Act 2002 sets out the statutory duties which all schools are required to meet: "Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life."

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regards to national guidance on Relationship and Sex Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the wellbeing of their pupils and good quality RSE contributes to this duty.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. At FOA we recognise that we have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.



'Being different, Belonging together'

All pupils, regardless of ability and disability, culture and faith, gender and sexual orientation will receive quality RSE. This will be achieved through teaching to the needs of the co-hort and where appropriate, with advice from parents/carers and specialists.

Pupils with special needs will receive RSE. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties.

The scheme of work and resources used have been highly recommended and checked for racial and gender stereotypes. Diversity within family structures is acknowledged and supported.

Specific Issues

Parents/carers are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents/carers in order that the RSE programme will complement and support their role as parents/carers.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.

All parents/carers have the right to see materials and resources that will be used in delivering the RSE, especially before the transition year and have the opportunity to discuss the detailed content of what will be taught.

All parents/carers have the right to withdraw their child from all or part of the RSE except for those parts included in the statutory National Curriculum.

The school will have a clear and explicit confidentiality policy – teachers cannot offer or guarantee pupils unconditional confidentiality and teachers are not legally bound to inform parents/carers or the head teacher of any disclosure unless the head teacher has specifically requested them to do so.

If abuse is suspected, teachers should follow the school's child protection procedures and links with other policies such as:

- School's Child Protection and Safeguarding Framework for Children and Young People
- Keeping Children safe in Education
- Anti-bullying Policy
- Whole school policy for behaviour

Effective RSE helps children to understand the difference between safe and abusive relationships and will hopefully equip them with the skills to get help should they need it.



'Being different, Belonging together'

Delivery of RSE is not the sole responsibility of schools. Parents/carers and members of the wider community have much to offer. The school will work effectively in partnership with parents/carers and others in the wider community. Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering RSE and will abide by the school's policy.

Training

All teaching staff have received training from a specialist RSE from 'Think 2 Speak'. All school staff receive training with regard to safeguarding children yearly. As changes and updates are made, school will seek to source appropriate training as needs arise.

Monitoring and Evaluation Procedure - using a range of evidence

The PHSE leader will monitor RSE following the delivery of the sessions in each year group. This is usually in the summer term, but will be taught when it best fits the co-hort in terms of topic being studied or if the need arises at another point of the year for whatever reason. Parents/carers will always be informed beforehand.

Assessment

Staff will assess the understanding shown by the pupils through discussion and work produced in light of the teaching. Further questions will be followed up sensitively and if appropriate.

Dissemination of policy

- This policy is to give information and guidance to staff, pupils and parents/carers.
- This policy is available on the school website, parents/carers may ask to see a paper copy.

Links with other policies

- PSHE
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
- Safeguarding.
- Science Curriculum Statement