

Woodlands Federation



Policy for RSE- Relationships and Sex Education

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...be an example to the believers with your words, your actions, your love, your faith and our pure life. (1 Timothy 4:12)

Context

Relationships and Sex Education (RSE) is lifelong learning about sex, sexuality, emotions, different types of relationships and sexual health. In primary schools, the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

RSE in primary schools is the learning about our bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundation for future work on sexual and reproductive health and so helps to prepare children for adulthood.

It has three broad elements:

- acquisition of accessible, relevant and age-appropriate information;
- clarification and development of attitudes and values that support self-esteem and are positive to health and well-being;
- development of personal and social skills for developing healthy and safe relationships.

RSE is not a standalone subject but firmly rooted in our school's Personal, Social and Health and Economic education (PSHE) and is also delivered as part of other curriculum areas, such as Science and Computing, as well as Collective Worship and whole school activities. The PSHE Curriculum further compliments RSE by helping children to understand and manage feelings and develop positive friendships and relationships, including how to maintain safe and healthy relationships online.

This policy contributes to The Woodlands Federation work to meet the outcomes of the DFE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance for schools. The policy also links with other school policies, such as: The Behaviour policy, Child Protection and Safeguarding policy, Online Safety policy and the Health and Safety policy.

The Relationships and Sex Education curriculum

RSE supports and promotes our pupils' *'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.'* Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

In the Federation, Relationships and Sex Education (RSE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE, the values underpinning it, and to deliver an effective programme that meets the needs of our pupils.

RSE in the primary school should ensure that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves, ask for help and support, and are prepared for puberty.

The RSE programme also includes elements of the statutory Science curriculum.

Parents and carers are not able to withdraw their children from the Science curriculum; however, parents and carers do have the right to withdraw their child from elements of sex education that do not fall into the statutory areas above.

National Curriculum Science

Key Stage 1.

1. b) That animals, including humans, move, feed, grow, use their senses and reproduce.
2. a) To recognise and compare the main external parts of the bodies of human.
 - f) That humans and animals can produce offspring and these grow into adults.
4. a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) About the main stages of the human life cycle.

RSE is likely to be particularly effective if it enables children to:

- communicate a point of view clearly and appropriately and listen to the views of others;
- make sensible choices about what to do in particular situations;
- manage relationships with friends confidently and effectively;
- act responsibly as individuals and within a group. (Ofsted 2007)

The organisation of Relationships and Sex Education

Co-ordination

RSE is co-ordinated by the PSHE Subject Leader who is responsible for the overall planning, implementation and review of the programme. They monitor the planning and delivery of content, provides appropriate resources and offers guidance and support in the delivery and assessment of RSE.

The PSHE Subject Leader, in line with other curriculum areas, will endeavour to keep up-to-date with materials and guidance for RSE. They may lead, organise or inform staff and the wider school community of training and current issues

Staffing

Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver RSE. Therefore, it is our aim that all teachers will be able to deliver RSE within their phases with support and training. Support staff and Teaching Assistants will receive appropriate support from their class teacher so they can work with teachers effectively. The School Nurse from the East Sussex School Health team may also deliver some sessions of RSE, with the support of class teachers, where appropriate.

Role of Governors

The governors have been consulted on this policy and scheme of work and have ratified it. The governor for PSHE supports the PSHE Subject Leader in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors when appropriate in order to ensure effective teaching of RSE.

Curriculum delivery

Curriculum planning for RSE is part of the whole school planning process for PSHE and Citizenship and is informed by the National Curriculum Science Orders.

The content of the RSE programme will be delivered in a variety of ways:

- Designated RSE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links: when appropriate RSE, will also be delivered in Science, RE, Computing, Humanities and English.
- PSHE lessons: planned to support the delivery of PSHE, these lessons also cover some of the RSE programme (see PSHE policy).
- There may be other opportunities such as Collective Worships or 'health days' to cover the content or develop the skills involved in the RSE programme, but these one-off events will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from certain aspects RSE.

Delivering the Relationships and Sex Education curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver RSE but will focus on active learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about Sex and Relationships.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe learning environment.
- Spend time exploring the meaning of confidentiality and guide children about what is appropriate to share.
- Reflect on the needs of vulnerable children in these lessons and discuss with parents/carers and SENCO (if appropriate) before the module begins. Arrange 'get outs' from the lessons if the material is too sensitive for some children.

- Be clear about school policy on child safeguarding (child protection) in case a child makes a disclosure in these lessons.
- Knowing how to deal with unexpected questions or comments from pupils

We will use the Educator Solutions scheme of work and associated resources to form the basis of our RSE programme. All resources are consistent with the school's ethos and values and support the RSE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy.

The materials are shared with parents before lessons take place but are also available for parents and carers to view on request to the PSHE Subject Leader or class teacher.

Difference, Diversity and Inclusion

In our school, we are committed to working towards equality of opportunity in all aspects of school life. We will make sure that our RSE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children in the planning and delivery of our programme.

Generally, RSE will be taught in mixed groups so that boys and girls are encouraged to work with each other. We will explore gender stereotyping in mixed classes and try to explore attitudes with pupils that contribute to teasing and bullying when a girl or boy is perceived not to fit in with the gender norm. It is important that both boys and girls know about the experience of puberty for the opposite gender.

There will be planned opportunities for single gender question and answer sessions for pupils in Year 5 and Year 6. These will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions. We will also endeavour to provide male role models in the delivery of our RSE programme e.g. have a male class teacher to facilitate the single question and answer sessions for boys.

Sexual Orientation and Relationships

In line with Statutory relationships education guidance, we focus on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other adults

Religion and Ethnicity

The teaching of Relationships and Sex Education is underpinned by our Christian values, including love and respect. We accept that pupils and adults in our school may hold very different religious and cultural beliefs about RSE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from RSE outside National Curriculum Science

Specific Issues related to teaching RSE

We recognise that some aspects of RSE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community. However, personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Subject Leader, the Senior Leadership Team, outside agencies and the school nurse.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected. In all cases, pupils are encouraged to speak to parents in the first instance.

Dealing with questions

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole class situation. Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- Question boxes will be used, when appropriate to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- The teacher could respond to a question by checking out what the pupil already knows, why they asked the question or by asking for further clarification.
- Colleagues or the PSHE Subject Leader can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary; a simple and concrete piece of information offers clarity and may avoid confusion.
- Recognise different views are held, for example, about contraception.
- Place within the context of the schools RSE curriculum past and in the future. "At the moment we are looking at 'X', in year 4 you will look at 'Y' in more detail".
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.

- If a pupil needs further support, s/he could be referred to the school nurse or helpline or outside agency.
- If you have concerns about sexual abuse, follow the school's child protection procedures.

Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Relationships and Sex Education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons.

Teachers and support staff are aware that teaching Relationship and Sex Education can lead to pupil disclosures. All staff and visitors involved in the delivery of RSE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are familiar with the DFE guidance 'Keeping Children Safe in Education' 2021

Liaison with Parents and Carers

Our school shares responsibility with parents and carers in the delivery of Relationships and Sex Education. We are confident that good communication and sharing our philosophy, aims and purpose of RSE will and does enable parents/carers to support our RSE programme.

We share information with parents regarding the RSE curriculum content in various ways (for example, parent forum meetings, drop ins, information via letters or Study Bugs).

Parents and carers will be given opportunities to; view the policy, the scheme of work and corresponding resources, ask questions and be informed of their right to withdraw. We will also give parents and carers the option of discussing any concerns with their class teacher or PSHE Subject Leader.

We will also do our best to support parents in talking to their children about Relationships and Sex education.

Parents and carers have the right to withdraw their children from part of the Relationships and Sex Education provided at school, except for those parts included in the statutory Science National Curriculum

Parents and carers who wish to exercise this right should talk with the class teacher or the PSHE Subject Leader or the Headteacher. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

Implementation of Policy

This policy, including the supporting guidance will be implemented and delivered by all staff.

This policy will be available for parents and carers on the school website.

Policy Monitoring and Review

The review and monitoring of this policy will be the responsibility of the PSHE Subject Leader and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

RSE curriculum in EYFS:

- I can identify ways to keep clean
- I know when it is important to wash my hands
- I know how to wash my hands

RSE curriculum in Year 1

- I can correctly name the main parts of the body
- I can name the private parts of the body a boy has
- I can name the private parts of the body a girl has

RSE curriculum in Year 2

- I know how a baby grows
- I know how I have grown and changed
- I know how I might change as I grow older

RSE curriculum in Year 3

- I understand how my body might change as I grow and develop
- I can celebrate everybody's physical uniqueness
- I know how to keep my body clean and hygienic

RSE curriculum in Year 4

- I know how a baby develops
- I know how a baby is born
- I know how my body has changed so far and how it might change in the future

RSE curriculum in Year 5

- I know how a male body can be affected by puberty
- I know how a female body can be affected by puberty
- I have thought about how these body changes might make people feel about themselves

RSE curriculum in Year 6

- I can name the sexual organs of a man and woman
- I know how a man and a woman have sexual intercourse
- I understand how sexual intercourse can lead to reproduction
- I know that infections can be shared during intercourse
- I am aware that infections spread easily, and to lots of people
- I know a condom can help reduce the spread of infections