

# **Relationship and Sex Education (RSE) POLICY**



**March 2015**

**Policy to be reviewed annually**

**Recommended by the Curriculum and Community Committee on 5th February 2015**

**Ratified by the Governing Body on 5th March 2015**

## RELATIONSHIP AND SEX EDUCATION (RSE) POLICY 2015

### Local Health priorities for Birmingham include:

- Reducing the spread of S.T.I's (Sexually transmitted infections) and other communicable diseases.
- Reducing teenage pregnancies.
- Promoting healthy lifestyles.

### **Requirements:**

Schools have a statutory requirement: **Education Act 2002**

All schools must provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and,
  - Prepares such pupils for the opportunities, responsibilities and experiences of later life.
- 2006 Education & Inspections Act**
- Duty on Governing body to promote the well-being of pupils at the school.

It is stated that SRE within schools must have due regard to Secretary of State's 2000 guidance on SRE

### **Sex and Relationship Education Guidance (DfEE 0116/2000)**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

1.12 The department recommends that all primary schools should have a sex and relationship programme tailored to the age and the physical emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key stages 1 and 2 of the National Science Curriculum.

1.13 All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

1.14 Meeting these objectives will require a graduated, age appropriate programme of sex and relationship education. .... Schools should set a framework for establishing what is appropriate and inappropriate in a whole-class setting.

1.16 Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include:

- \* Changes in the body related to puberty, such as periods and voice breaking;
- \* When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- \* How a baby is conceived and born.

*Parents have a right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum.*

**Science National Curriculum Requirements:** All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

<b><u>Year 1</u></b>	<p><b>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)</b></p> <p><b>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</b></p>
<b><u>Year 2</u></b>	<p><b>Notice that animals, including humans, have offspring which grow into adults</b></p> <p><b>(non-statutory notes and guidance states pupils should recognise growth NOT how reproduction occurs)</b></p>
<b><u>Year 5</u></b>	<p><b>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</b></p> <p><b>Describe the life process of reproduction in some plants and animals.</b></p> <p><b>(Non-statutory notes and guidance states pupils should find out about different types of reproduction, including sexual reproduction in animals).</b></p> <p><b>Describe the changes as humans develop to old age.</b></p> <p><b>(Non-statutory notes and guidance states pupils should draw a timeline to indicate stages in growth and development of humans. They should learn about the changes experienced in puberty)</b></p>

## **WHAT IS RELATIONSHIP AND SEX EDUCATION (RSE)?**

It is lifelong learning about physical, moral and emotional development.

It is about enabling them to learn and respect themselves and others and develop with confidence from childhood through adolescence into adulthood.

It is about the understanding and the importance of marriage for family life, stable and loving relationships, respect, love and care.

It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching.

RSE is an integral part of Personal, Social and Health Education (P.S.H.E) and Citizenship and it will help pupils to develop the skills and understanding they need to live confident, healthy and independent lives and to stay safe.

## **SCHOOL AIMS and OBJECTIVES for RSE**

School Aims,

A school that:           Aims high  
                                  Rises to the challenge  
                                  Celebrates success

- \* To create a bright, happy stimulating environment where everyone is encouraged to become an independent and creative learner.
- \* To encourage good behaviour and caring relationships based on mutual respect.
- \* To celebrate our diversity that enriches the life of the school community.
- \* To equip our children with the necessary knowledge, skills and attitudes to become life long learners and effective citizens.
- \* To work in partnership with parents and the community.
- \*To provide clear guidance for parents, staff and governors.
- \*For pupils to develop the understanding that RSE is a gradual developmental process that is supported by a partnership between home and school, and that it will provide a foundation for further work in Secondary school.
- \* To help young people to respect themselves and others.
- \* To support pupils through their physical, emotional and moral development.
- \*To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well being.
- \*To help pupils understand the significance of marriage and stable relationships and their importance for family life.
- \*To help pupils move more confidently into adolescence.
- \* To safeguard our pupils.
- \* To help pupils keep themselves from harm both on and offline, and know who to ask for help and advice.
- \* To use respectful language.

## **Equal Opportunities/Inclusivity**

- The schools RSE programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally and entitled to receive RSE regardless of gender, race, ethnicity, age, culture, disability and social background.
- It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development.

## Moral/Values Framework

The Sex and Relationship programme will reflect the School ethos and aims and will encourage the following values:

- Respect for self.
- Respect for others.
- Responsibility for own actions.
- Responsibility for family, friends, school and the wider community.

## **CONTENT OF PROGRAMME**

The teaching of the Sex and Relationship programme will be embedded in the context of relationships. It will explore these areas:

- \*Decision making and risk taking.
- \* Expressing feelings and being assertive.
- \* Body changes and why they are happening.
- \* Messages about health
- \* How babies begin and how they are born.

It ensures that all children will reflect PSHE and Citizenship guidance through:

- Developing confidence in talking, listening and thinking about feelings and relationships
- The ability to name parts of the body and describe how their body works.
- Protecting themselves, staying safe and asking for help and support.
- Preparation for puberty.

## **RSE year group coverage**

Year 1	Friendships – What they like and dislike about other people Special people in their lives Naming of body parts (excluding penis and vagina) My body and other people's bodies People who can help/ how to ask for help Keeping myself safe- Stranger danger /Different types of touch Something has happened story.
Year 2	People who help me/ Care for me Difference in families Feelings - family Naming body parts including penis and vagina Similarities and differences My body and other people's bodies Keeping safe - Safe and unsafe touches
Year 3	Challenging Gender stereotypes Males/Females differences (All body parts) Family Differences Keeping Safe - Personal space / different types of touch/ right to say what they like and dislike

Year 4	Growing and changing Body changes and reproduction – Basic facts about pregnancy Introduction to puberty – (to ensure the children know what will happen to them during puberty before it happens) Keeping safe – Safe and unsafe touches
Year 5	My changing body – Puberty and Hygiene Menstruation and Wet dreams Body parts including vagina, penis and testicles. Keeping safe – different types of touch/ develop skills of saying no!
Year 6	Feelings and Relationships – Qualities of a friendship/adult relationships. Puberty and reproduction, giving birth - how babies are born Reproduction and conception - How a baby is made/ how a baby grows Staying safe – including knowing their right to say no and they are in charge of their body and choices made. Media influence. Keeping safe – Different types of touch – safe, unsafe, unwanted – how to deal with uncomfortable/inappropriate touches. Keeping secrets.

Ground Rules are set and referred to during every session as set out in the planning.

### **Foundation - Nursery and Reception**

Nursery and reception follow the Personal, social and emotional development aspect of the Curriculum guidance for the (EYFS) Early Years foundation stage curriculum.

Children are encouraged to feel safe, secure and to build up trust, to respect themselves and others, develop a positive self image and learn about relationships, including friendships.

Reference to the NSPCC underwear rule - PANTS will be made to each year group from year 1-6 age appropriately and a link on our school website to the NSPCC will be displayed. What areas of the body are private and should not be touched and who they can talk to if they are worried is also to be covered age appropriately.

### **PANTS**

- **Privates are private**
- **Always remember your body belongs to you**
- **No means no**
- **Talk about secrets that upset you**
- **Speak up, someone can help**

Where possible a Childline representative will be invited in biannually to talk to year 5 and 6 pupils re Staying safe/ Abuse.

## **ORGANISATION AND METHODS OF TEACHING**

All members of staff are involved in delivering the PSHE and Citizenship programme of which Relationship and Sex education is a part. The PSHE coordinator, who is PSHE certificated can lead, teach or support other staff members if required.

In years 5 and 6 team teaching (Male and female member of staff present if possible) will be used for parts of the RSE programme.

Where and if appropriate an outside visitor (school Nurse) will be used to deliver discrete lesson regarding puberty, menstruation and hygiene in year 6.

## **RESOURCES**

Resources will be used from

Christopher Winter Project Teaching SRE with Confidence Cd rom

Living and Growing DVD (Channel 4)

Year 3 Living and Growing DVD – Unit 1 Programme Differences

Year 4 Living and Growing DVD – Unit 1 Programme How did I get here?

Year 5 Living and growing DVD – Unit 2 Programme Changes

Year 6 DVD Unit 2 Programme How babies are made and programme

How babies are born.

Activities taken from section 4 in primary, sex and relationships Education pack.

Channel 4 Activity packs

We want to know what's happening to us.

Boys and Girls book in KS 1

Something has happened Health Education Service - KS 1

Referring children to outside agencies - child line number is displayed around school.

Reference is made to who can help especially during year 5 and 6 puberty/birth/conception sessions

## **SPECIFIC ISSUES**

Confidentiality

- Pupils will be informed that 100% confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the Child Protection Policy and consult the Designated Senior Person for Child Protection.

## **Use of outside visitors**

School will follow LEA guidelines and will contact the LEA /HES team if in any doubt about the suitability of any programmes. All visitors will work within this policy framework and a member of staff will be present at all times.

## **Answering difficult questions**

If a child asks a difficult question during a whole class session,

- Question box approach may be used within RSE sessions.
- Open question and answer sessions can be used if member of staff and pupils are comfortable with this, with the question box used if more appropriate.
- Children's questions will be answered according to their level of maturity and understanding with support from parents, with staff making a professional judgement as to how to best answer.

- Staff will give factual information and not personal views or values.
- Staff will support children to understand that people hold different points of view and there is not always one clear/correct answer.

### **Parental Withdrawal**

Parents have the right to withdraw their child from those elements of the RSE programme that do not form part of the National Curriculum.

To withdraw a child, parents need to:

- Write to the headteacher.
- Parents will be invited to offer their reasons for this in order to correct any misunderstandings.
- The head teacher will explain to the parents which aspects of the RSE form part of the science curriculum which are compulsory and which parts they can withdraw child from.
- The parent will be offered the opportunity to discuss any matters with a member of staff
- Once a child has been withdrawn, they cannot take part in Sex and Relationships Education lessons until the request for withdrawal has been removed by the parent.
- Information and websites will be offered to parents who withdraw their child to offer support and guidance for both parents and child about Sex and Relationships Education. and [www.childline.org.uk](http://www.childline.org.uk)
- NSPCC [www.nspcc.org.uk/](http://www.nspcc.org.uk/)  
SRE leaflet for parents available – [www.education.gov.uk](http://www.education.gov.uk)

### **Working with parents**

Parents will be given the opportunity to discuss the policy document, schemes of work, methods of teaching and resources. Any specific questions may be discussed with the Head teacher or the P.S.H.E Co-ordinator.

### **DISSEMINATION OF THE POLICY**

A summary of this policy will appear in the school prospectus. Parents will be supplied with a full copy on request and will be available on our school website.

The policy will be presented to all staff and governors.

### **Basis for developing the SRE policy.**

- Sex and Relationship Education Guidance (DfEE 0116/2000)
- SRE for the 21<sup>st</sup> Century – supplementary advice to Dfee 0116/2000 document.
- National Curriculum Handbook for teachers.
- PSHE and Citizenship at KS1 and KS2 (QCA/00/579)
- Sex and Relationship Education, Healthy Lifestyles, and Financial Capability (QCA/05/1695)
- PSHE association - **PSHE Education Programme of Study (Key Stages 1 – 2) October 2014**
- Sex Education Forum list of SRE resources  
<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>



### **Monitoring, assessment and evaluation**

Teachers, the PSHE Co-ordinator and the headteacher will undertake informal evaluation of the programme. Staff will complete record keeping and assessment sheet for their class re RSE. Children will be base lined before RSE sessions begin and after the sessions. They will have reflection time too.

Assessment used may include: baseline assessments, draw and write activities, quizzes, mind maps, sorting activities and questionnaires. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

The policy will be reviewed annually, unless a more immediate response is needed in response to any new guidance.

### **Links with other policies**

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying
- E-safety policy

POLICY WRITTEN BY Karen Harte      Date February 2015

Name of people involved in developing this policy.

Policy Development and Consultation

Policy Written by Karen Harte (RSE co-ordinator) in conjunction with SLT and alongside parent working party: