

Relationships and Sex Education (RSE) Policy

Introduction

“All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define relationships and sex education;
- Describe how relationships and sex education is provided and who is responsible for providing it;
- Say how relationships and sex education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DfEE 0116/2000)

Relationships and sex 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 relationships and sex education does not make young people more likely to become sexually active at a younger age.

Longleaze Primary School is a school for approximately 230 mixed ability boys and girls aged from 4 -11. The school serves the northern part of the town of Royal Wootton Bassett which is mainly of White British ethnic origin. There is a mixture of owner occupied and rented homes in this area. The school hosts a Resource Based Centre for pupils with complex learning difficulties. There is an on-site pre-school with whom resources are shared. There is an active school association known as the Longleaze School Association (LSA).

Moral and Values Framework

Relationships and sex education will reflect the values of the PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition RSE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Policy Formation and Consultation Process

This policy was formulated through consultation with the Senior Management Team, teachers and governors.

The main issues considered were to:

1. Ensure that a programme for RSE caters to the needs of all children.
2. Ensure that the programme of RSE should be built into the PSHE and Citizenship scheme of work.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of RSE are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

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 with differentiated provision if required.

The teaching programme for Relationships and Sex Education

Legal 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.

National Curriculum Science

Key Stage 1

1. a) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.
b) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. 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. b) about the main stages of the human life cycle.

PSHE Curriculum

At Longleaze Primary School we have adopted the Wiltshire Council PSHE Scheme of Work (SoW) "Learn 4 Life" which integrates the PSHE Curriculum requirements with SEAL (Social, Emotional Aspects of Learning).

This Scheme of Work incorporates RSE in Spring Term 2 under the heading – My Friends and Family for Years 1-6. A summary of the SoW for this term can be found in Appendix A.

Foundation Stage Teaching continues to follow the EYFS guidelines for RSE and is largely based on SEAL.

Resources

Resources to teach RSE include Wiltshire Council PSHE Scheme of Work, fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Bid Talk Education 'Growing Up Safe'

Parental Consultation

The school includes information on RSE in the school prospectus and full details are available on request.

The school informs parents when aspects of the RSE programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of RSE not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Child Withdrawal Procedures

Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the schools RSE policy and schemes of work.
2. Ask the school for an appointment to see the headteacher about withdrawing their child from RSE and to discuss concerns.
3. Following the meeting, if they still wish to withdraw their child, put their request in writing, stating which part of the programme they wish their child to be excluded from.

The organisation of RSE

The PSHE Subject Leader is the designated teacher with responsibility for coordinating RSE.

RSE is delivered through science, RE, PSHE, Citizenship, literacy activities, circle time. RSE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion, looking at case studies, drama and role play.

RSE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Specific Issues

- **Child Protection / Confidentiality**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

These policies can be found in the School Office

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

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When appropriate, visitors such as the school nurse may be involved in the delivery of RSE.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

Monitoring and Evaluation

RSE is monitored and evaluated by the Headteacher as part of the school's development plan. As a result of this process changes will be made to the RSE programmes as appropriate.

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for RSE.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is placed on the parents and staff notice board for 2 weeks following approval by the full governing body.

Any change will be reflected in the school prospectus.

Appendix A

Year 1

- Feeling proud of myself and my friends
- I know who is in my family
- I know who my friends are
- Losing someone or something I care about
- Making the people I love happy
- I know I can make people sad

Year 2

- This body of mine
- My body belongs to me
- Growing and changing
- Hands up! (hand washing)
- Happy little teeth
- People who help us

Year 3

- (SEAL based) Dealing with guilt
- Families are different (different forms of family units)
- This is Me! (being yourself)
- Looking after Me (personal hygiene)
- It's OK to be different
- I can say No (peer pressure)

Year 4

- (SEAL based) Taking responsibility
- Body parts (scientific names for male/ female parts of the body)
- Growing and changing (puberty and body changes)
- Keeping clean (personal hygiene in relation to puberty)
- It's OK to be different (emotional/ physical)
- My autobiography (past, present, future)

Year 5

- SEAL: Relationships – I know some things to do when I am embarrassed
- Puberty: Physical Changes
- Puberty: Emotional Changes
- Personal Hygiene
- Conception and Child birth
- Parenting

Year 6

- SEAL: Relationships – Dealing with Loss
- Self Image
- Stereotypes
- Peer Pressure
- The Influence of the Media
- Choices and the Consequences of Behaviour