

Relationships and Sex Education (RSE) Policy

Committee ownership for this policy:	C&A
Must be approved by FGB:	No
Required by: 1 / 2 <ul style="list-style-type: none"> • Where 1 is indicated, the requirement is statutory • Where 2 is indicated, the requirement is recommended 	2
Frequency of review:	Every 3 years
Date last reviewed:	February 2017
Date of next review:	February 2020
Display on website:	Yes
Purpose:	This policy seeks to inform and support the delivery of sex and relationships education throughout our school by clarifying the aims, delivery methods, schemes of work and the values framework through which all RSE will be delivered. It also seeks to support parents by providing details of our position in relation to sensitive issues, answering questions and curriculum content as well as by outlining the rationale for RSE and parental rights.
Consultation:	Parents, pupils, staff and governors
Links with other policies:	<ul style="list-style-type: none"> • PSHCE • Safeguarding • SMSC • Monitoring and Evaluation

1. Mission statement

Our vision is to help our children become emotionally intelligent and socially responsible individuals who set and achieve the highest standards for themselves.

We provide a dynamic creative curriculum that encourages the voice, engagement and independence of every child and as such Relationships and Sex Education (RSE) is an integral part of the curriculum providing, as it does, a platform for the discussion of behaviour, relationships and personal responsibility and care for each child, now as well as in the future.

We work closely with parents and the wider community to create learning opportunities to develop all children.

2. Rationale

a. What is Relationships and Sex Education (RSE)?

Relationships and sex education is the name used to encompass sex education, birth education and many aspects of the Personal, Social and Health Education (PSHE) curriculum involved with the ways in which individuals relate to each other.

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships for family life, respect, love and care. It is also teaching about sex, sexuality and sexual health.

Effective Relationships and Sex Education is essential if young people are to make responsible and well informed decisions about their lives. It should contribute to promoting the spiritual, moral, emotional, cultural, mental and physical development of pupils in school and should help them manage life in an increasingly sexualised society, by teaching and supporting the development of critical thinking in relation to the messages received from the media and their surrounding and evolving culture.

b. Why teach RSE?

Conclusions¹ of research aimed at reducing unintended conceptions in young people clearly indicate that high quality RSE should, amongst other things:

- empower pupils;
- offer a positive and open view of sex and sexuality and support sexual self acceptance;
- be sustained by working within a theoretical framework²;
- meet local needs by conforming to best practice in relation to sexual health outcomes;
- ensure the entitlement of all children to relationships and sex education and undertake specific work to meet the needs of vulnerable and marginalised children and young people;
- be provided early-before puberty, before feelings of sexual attraction and before they develop sexual relationships;
- reinforce value messages;
- focus on risk reduction including safety on the internet and social media;
- use active learning and participatory techniques;

¹ See for example 'Does SRE work?' Sex Education Forum briefing available @ http://www.ncb.org.uk/media/494585/sef_doessrework_2010.pdf

² DfE Sex and Relationships Education Guidance, July 2000 updated Sept. 2012

- ensure that children and young people have a critical awareness of the messages that are portrayed in the media.

3. Aims

Our relationships and sex programme provides the basis for a programme of RSE which will continue throughout their schooling in which children and young people will:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others, to have respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- understand the nature of exploitation and oppose it in all arenas
- value themselves, their own individuality and principles and be prepared and able to stand firm when necessary
- understand the processes of puberty, conception and birth
- show respect for their own bodies and those of other people
- recognise their emotions and express them effectively and appropriately
- develop the ability to recognise media influences are not always accurate and that there may be a hidden agenda
- take responsibility for their own actions and choices
- understand the importance of family life for all and in particular in the development of a child
- value childhood and the learning process

4. Objectives

In order to work towards these aims, the objectives for our programme are to:

- enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- consider how people present themselves and how this may be perceived by others
- enable pupils to understand the impact of external factors, such as the media, Internet, peer groups etc. and remain independent decision-makers
- enable pupils to develop the ability to form positive, non-exploitative relationships
- enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- enable pupils to understand the process of human reproduction
- emphasise the role and value of family life
- enable pupils to know what is and what is not legal in matters relating to sexual activity
- inform pupils of who their RSE lead teacher is and that they are available to answer questions and clarify any issues they may have.

5. Our values framework

RSE is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff who are experienced and have been specifically trained in this aspect of education.

Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- recognising the physical, emotional and moral implications and risks of certain types of behaviour
- to recognise and accept the differences of others.'

When discussing sexual intercourse staff will present it as part of a committed and stable relationship with informed consent on both sides. At no time will children explore or learn issues of a sexual nature free from a context that supports this.

6. How the objectives will be achieved.

In line with recognised good practice for RSE, our programme will address:

- knowledge and understanding;
- skills; and
- attitudes and beliefs.

We believe that knowledge alone will not enable children and young people to make considered choices.

The knowledge and understanding component of RSE includes:

- learning and understanding physical development at appropriate stages; and
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

We will help children develop their skills in:

- negotiation,
- making choices based on probable outcomes
- assertion
- listening
- recognising pressures from other people and how to resist them
- dealing with and challenging prejudice
- seeking help from adults - including parents, carers and professionals
- differentiating between accurate and inaccurate information
- empathising with others
- creating support networks for themselves.

Among the attitudes and values explored are:

- the importance of values, individual conscience and moral considerations
- the value of family life and stable and loving relationships for the nurture of children
- the value of respect, love and care
- exploring, considering and understanding moral dilemmas

- self belief and self confidence
- developing critical thinking as part of decision-making.

7. Delivery of RSE

a. RSE Curriculum

Some elements of the RSE curriculum are delivered as part of the PSHE and Social and Emotional Aspects of Learning (SEAL) programmes in all years

Key themes such as:

- ourselves;
- safety;
- growth and change;
- families;
- people who help us;
- sources of information and their accuracy;
- friendships; and
- peer groups and their effects on individual choice

Children will be revisited throughout the programme and will be developed in line with the children's developing maturity and understanding.

At KS1 there will be a minimum of 4 RSE lessons per year with 5 or 6 per year in KS2.

b. RSE delivery

Staff use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This includes use of posters, leaflets, books, brainstorming, small group discussion, art and display work, case studies, role play, line continuums, debates, pupils research, DVDs etc.

c. Whole school Ethos

Many of the areas covered by the RSE programme (see appendix 1 for a full outline) such as respect for individuals and self are demonstrated throughout the school. These form part of the Whole School Ethos which seeks to present pupils with positive role models through the :

- management of behaviour;
- marking policy;
- school environment;
- display; and
- lunchtime Management etc.

d. Who delivers?

RSE is best led by class teachers supported by other identified staff members such as Teaching Assistants or teachers from other classes (for example the girls only/boys only sessions will be led by a female/male member of staff which may not be the child's class teacher). The lessons will take place during normal class activities. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they subsequently have.

There will be a specialist staff member (a teacher with extensive training and expertise) who will sometimes work alongside class teachers and support staff in delivering and supporting pupils around RSE.

8. Our school position on associated issues.

a. Using Outside Speakers

When working with outside speakers and facilitators a partnership approach is used, although the school remains responsible for the programme.

b. Partnership with parents

We recognise that parents are the most valuable resource for any child and that schools' programmes which inform parents by notifying them on what is being taught, can support dialogue at home. When asked, 80% of parents expressed their confidence in the school to deliver RSE to their child. In order to facilitate this we will ensure that information is given in the curriculum newsletter about RSE and what the children are learning. We also recognise that we have an important role to play in supporting parents to talk to their children and we do so by providing workshops, an opportunity to view resources and information and guidance in this policy and by request.

c. Confidentiality

Confidentiality cannot be guaranteed for children or their parents. Should any individual be in possession of information that they feel may indicate a child is at risk of harm in any way they will always report this to the head teacher in confidence who will deal with it in line with school policy. Other information, views or beliefs will be kept within the confines of the classroom where they are discussed, or between the individuals who are discussing them.

d. Child protection

RSE may sometimes bring about disclosures of child protection issues and staff should ensure they are familiar with the child protection policy.

e. Dealing with Questions

Clear parameters of what is appropriate and inappropriate will be established within the ground rules. Personal questions will not be answered.

Staff will operate a three level approach to answering questions.

Level 1

If a child asks a question that relates to the syllabus for RSE for that year, it will be answered there and then in front of other children who may be present.

Level 2

If a child asks a question that relates to the syllabus for RSE for the school but not for their year, the question will be answered privately away from the hearing of any other child.

Level 3

If a child asks a question that is not covered by the syllabus for RSE in the school s/he will either be encouraged to ask her/his parent the question or if the staff member is willing to answer s/he may offer to get permission from the parent to answer the question on an individual basis away from the hearing of any other child.

Questions will be answered using simple, accurate and straightforward language. The answers given will always be honest but may not be, on occasion, everything there is to

know. The age of the child will always be taken into consideration as will their level of maturity.

It is generally good practice when asked a question to try to find out a little about why this question has arisen. Any question that leads a staff member to suspect an inappropriate knowledge, curiosity or experience will be reported immediately to the Child Protection Officer.

f. Sexual Identity and Sexual Orientation

We accept that the children in our care will, when they mature, demonstrate the full range of human sexuality and identity. We will seek to provide every child with an equally supportive view of themselves and their choices and beliefs without prejudice or bias.

When discussing families and relationships all contributions from children will be equally valued. Children living with single parents, same-sex parents, extended families and the nuclear family will all be encouraged to share what is positive about their family and to feel those contributions have equal weight. The school will not actively promote any sexual orientation over another. Care will be taken to use inclusive language wherever possible. For example when talking about forming a lasting and stable committed relationship, children will not be told "men will want to find a wife and women will want to find a husband". Rather we will say that when they are grown up "people may want to find a partner to share their life with".

g. Supporting Difference and Diversity

The RSE programme, as with other areas of the curriculum, will be delivered to reflect the multicultural nature of modern British society. Through stories, music, pictures and real-life examples diversity will be explored in relation to race, belief, faith, ethnicity, culture and sexual orientation. The programme will actively encourage respect for diversity. Any display of prejudice through actions or words will be dealt with by explanation, the demonstration of appropriate behaviour and words and, if necessary, through the behaviour management procedures outlined in the school's Behaviour Management Policy.

Some children will have specific learning needs in relation to RSE as with any other area of the curriculum. Teachers will honour the specific needs of individuals in their planning by ensuring a range of opportunities to learn are provided and supported.

h. The Right to Withdraw

Any parent has the right to withdraw their child from all or part of the RSE programme delivered in this school, except those parts of the programme that are covered by the National Curriculum relating to Science. Parents wishing to exercise this right should make an appointment to see their child's teacher to discuss how this will be managed. However the school cannot guarantee that children will not share information from class sessions with their peers or that any shared information will be entirely accurate.

i. Limits to the curriculum

Whilst we encourage children to ask questions and we are happy to answer them, there are some areas of the RSE curriculum that we feel are inappropriate for us to discuss at primary level. These include:

a. Abortion - natural miscarriage will be mentioned if children ask questions about it.

b. Contraception methods (excluding condoms if these are mentioned by pupils) although we will mention the idea of contraception towards the end of the programme, when we raise the issue of sex for other purposes than reproduction such as forming a close partner bond and intimacy.

c. Sexual acts other than male /female sexual intercourse.

9. Monitoring and Evaluation

Evaluation enables us to plan future work more constructively. The useful questions teachers can ask themselves and the children are:

- What have they learnt?
- What do they think, feel, believe?
- What do they want to learn next?

As part of the RSE programme, every teacher should provide pupils with an assessment activity (such as a small group task requiring written, spoken or sorted components) to use in evaluating the programme suitability and whether it is achieving the desired objectives and outcomes.

Appendix 1

Focus group discussions with pupils.

The group consisted of six pupils from year six who had two RSE lessons in Year Five. The children were asked what they remembered from their lessons in year five and from any previous lessons.

They remembered:

- growing up in Year Four
- body changes/body parts
- reproduction and puberty
- girls-only session (boys-only session planned but not delivered at time of focus group)
- talking about growing and our bodies in Reception

The children were asked when they thought children should learn about growing up and puberty. They thought Year Four was appropriate

The children were asked when they thought children should learn about sexual intercourse and babies. They thought Year Five was appropriate

The children were asked about the delivery of the lessons and whether they would prefer a speaker, a specialist teacher from their school, or their class teacher to deliver the lessons. They said that it is good to have someone you know because you feel comfortable with them but it is also good to have someone you don't know because you can be honest without worrying that they are going to tell other people what you have said (such as your parents!). Overall the children felt a specialist teacher within the school was best as it would be someone they knew, someone they could go to if they had questions, but not someone they saw every day.

The children had retained many facts about their lessons and considered the lessons helpful.

The children said there had been no follow-up to the lessons and that they would be improved in future by having some books to refer to (less detailed in year five and more detailed in year six), with more shorter lessons rather than two long ones.

The children were asked if they had people in their lives they felt able to ask questions or raise concerns with about RSE. Two children replied Mum or Dad whilst others said friends in school or older friends.

When asked if there were any other points the children said they felt that the "whole thing" should be done in single-sex groups not just the girl talk session. However the children felt strongly that everyone should know the girl/boy things and there should be no secrets.

Outcomes

- The programme now introduces sexual intercourse briefly in year 4 and covers it in more detail in year 6.

- The RSE scheme of work will be delivered by class teachers but a teacher has been identified as an RSE specialist who will work alongside class teachers in parts of the programme..
- There is no plan at this time to introduce same sex teaching throughout the programme or to have more single sex sessions beyond those in the scheme of work but the school will continue to ask pupils their views once the curriculum is running.
- The programme will consist of several shorter lessons delivered throughout the year at the class teachers discretion.

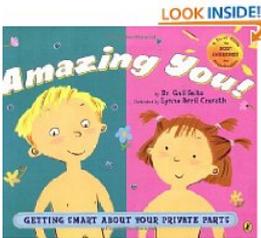
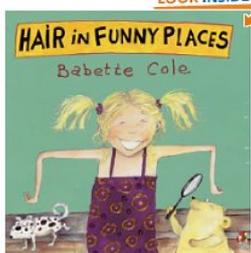
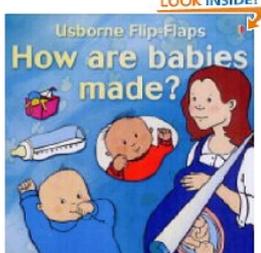
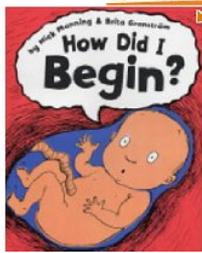
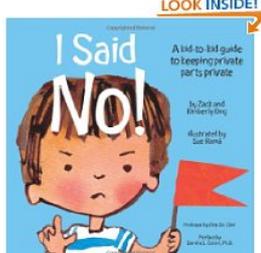
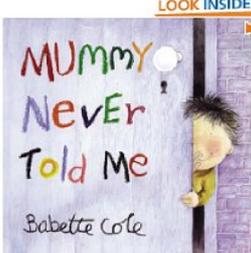
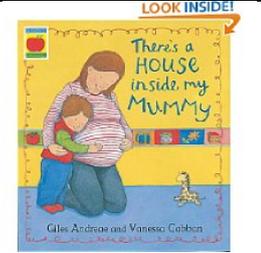
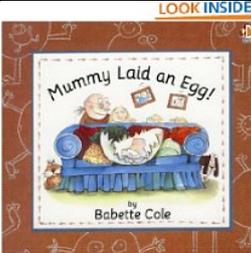
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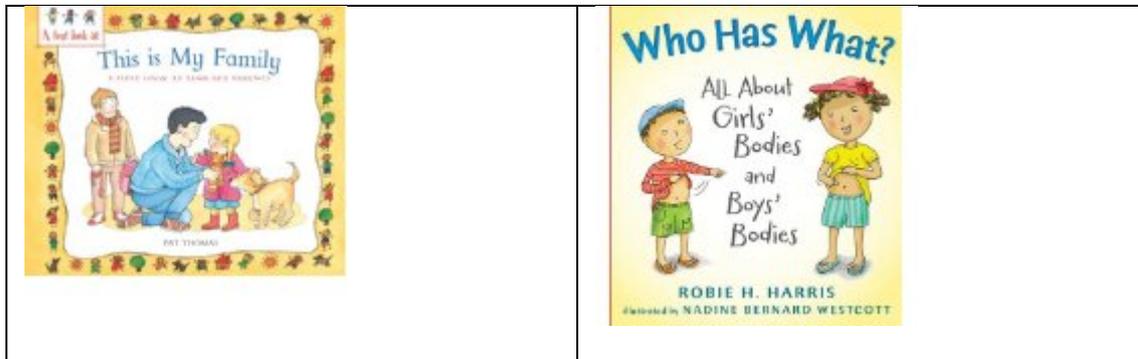
RSE Curriculum Overview – Kew Riverside Primary School

Topics	Foundatio n Stage	Key Stage One		Key Stage Two			
	Giraffes	Zebras	Elephants	Monkeys	Crocodiles	Rhinos	Lions
	Myself and others	Myself and others	Differences : Boys and Girls	Self Esteem	Growing and Changing	Talking about puberty	Puberty and reproduction
	Family Networks	Body Parts	Differences : Males and Females	Challengin g Gender Stereotypes	Body Changes and Reproductio n	Becoming men and women	Relationships and reproduction
	Body Awareness	Family	Naming Body Parts	Differences: Males and Females	What is puberty?	Puberty and hygiene	Conception and pregnancy
	Hygiene	Friendship s	Everyone needs caring for	Family Differences	Thinking, feeling, doing – changing relationships	Menstruatio n and wet d rams	Being a parent
		Choices	Looking after the body	Decision Making	Assertiveness	Menstruatio n education for girls (separate boys session)	Looking after your egg baby
				Safety	Your questions answered	Building good relationships	Your questions answered

Appendix 3 – Book List

Note to Parents: Here are some suggestions of RSE books you may like to purchase to have at home for your children to look at when you feel the time is right. There are a range of KS1 picture books and KS2 information books. Please read them before giving them to your children and make your own judgement call on whether you think it is the right book for your child; some books contain more detail than others on specific areas.

Books – KS1	
 <p>LOOK INSIDE!</p> <p>Amazing You! by Dr. Gill Burke Illustrated by Lynne Barré Church</p> <p>GETTING SMART ABOUT YOUR PRIVATE PARTS</p>	 <p>LOOK INSIDE!</p> <p>HAIR IN FUNNY PLACES Babette Cole</p>
 <p>LOOK INSIDE!</p> <p>Usborne Flip-Flaps How are babies made?</p>	 <p>LOOK INSIDE!</p> <p>by Nick Hornby & Britta Gunnarsson How Did I Begin?</p>
 <p>LOOK INSIDE!</p> <p>I Said No! A kid-to-kid guide to keeping private part to private by Zach and Elizabeth Gray Illustrated by Sue Hearn</p>	 <p>LOOK INSIDE!</p> <p>MUMMY NEVER TOLD ME Babette Cole</p>
 <p>LOOK INSIDE!</p> <p>There's a House Inside My Mummy Giles Andreae and Vanessa Cribbin</p>	 <p>LOOK INSIDE!</p> <p>Mummy Laid an Egg! Babette Cole</p>



Books – KS2

