

# Highley Primary School Policy

## Relationship and Sex Education Policy

### Introduction

We have based our school's sex education policy on the DfE guidance (ref DfE 0116/2000) and the 2014 supplementary guidance. We refer to RSE (Relationship and Sex Education) and we place the emphasis on relationships and supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social and emotional development of the child and the general life of the school.

### Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular: 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs'.

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities and our Science Policy.

### Equal Opportunities

At Highley Primary School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

### Child Protection

The Child Protection procedures as laid down by Shropshire County Council will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of

neglect, physical, emotional, sexual abuse and failure to thrive involving children, are based on the principle that the interests and welfare of the child are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

### **Moral and Values Framework**

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

### **The Social, Ethnic and Religious Mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

### **Disability**

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

### **Whole School approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance. It is age-appropriate for the different stages of a child's development and begins in Year 1 (see 'appendix one' for a summary of the programme used). Teachers may use their discretion as to the content of the learning, dependant on the level of maturity of a given cohort.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box as described above. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions and a 'question box' will be in use during the lessons taught.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

The use of sexualised language, swearing and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

## **Organisation**

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible other members of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; 'Choices and Challenges', 'Changes' and 'Care and Commitment'. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle. Further details of the units of work are provided in *appendix one*.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

## **Aims**

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for children to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

**Our Scheme of work aims to:**

- Raise and promote positive self esteem
- Help children develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help children communicate and understand their feelings and emotions
- Provide children with skills necessary to keep themselves happy and safe
- Prepare children for the physical and emotional changes of growing up
- Offer opportunity for children to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life cycle and help children accept variations
- Develop the confidence to seek help, support and advice.

**We do this by:**

- Giving accurate and objective information and dispelling some of the hotchpotch of mixed messages which children may have received from a variety of sources from pre-school onwards. This information will be presented in the context of family life, of loving relationships and respect for others as well as their own bodies.
- Capitalising on the fascination that primary school children have for wanting to study themselves, their own pattern of growth and development and reassuring them that such changes are normal.
- Working with parents to provide a well balanced viewpoint on all aspects of RSE for children so that their social, emotional and physical health is safeguarded.
- Fostering a culture of acceptance and openness where questions and discussion can take place without embarrassment.
- Developing the skills required in personal relationships, e.g. communication, assertiveness, decision-making, and building and developing self-esteem by helping children to understand their responsibilities, rights, opportunities and choices.
- Helping children to understand the value of family life, understand the need for the proper care of all young things.

- Ensuring children are able to understand the information that they acquire and provided them with contexts where they are able to consider and evaluate the information they receive.
- Helping children develop the confidence to seek help, support and advice.

### **Home-school Partnership**

Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive. In addition, appropriate RSE education supports the safeguarding of the child.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in *partnership*, ensuring all children receive high quality provision in line with national good practice recommendations and statutory requirements.

It's hoped that the school curriculum and ethos of the school complements and enhances home teaching and values, giving regard to the value of family life and loving, stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this, they should discuss this with the head teacher and/ or P.S.H.E. Co-ordinator. We would encourage parents to discuss any concerns at the earliest opportunity with their child's class teacher, in the first instance. The Head and/ or P.S.H.E. Co-ordinator will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do *not* wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

### **Role of Head Teacher**

It is the responsibility of the head to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

### **Complaints Procedure**

If parents have any cause for concern about RSE Policy they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors will be advised of the complaint and the matter dealt with in accordance with the school's complaint procedure.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every \*3 years.

### **Monitoring and review**

The Curriculum and/ or Safeguarding Committees of the Governing Body monitors our relationship and sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

Comments from parents/ carers about the relationship and sex education programme are noted and they are given opportunity to raise any concerns or issues with the school, prior to the delivery of the programme of study.

Governors themselves will be given details of the content and delivery of the relationship and sex education programme that we teach in our school. They will sign to say they have been briefed on its content and the Head Teacher will keep a record of this.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every 3 years.

### **Key websites:**

[www.teachersnet.gov.uk/pshe](http://www.teachersnet.gov.uk/pshe)

[www.pshe-association.org](http://www.pshe-association.org)

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

This policy has been reviewed and updated in consultation with teaching and support staff, and approved by Governors. \*It will be reviewed in its first year of inception (Summer, 2017), after one year and thereafter, every 3 years.

Written by: Lisa Butler: PSHE Co-ordinator

Reviewed and amended 16.05.17

Review date May 2017

## Our programme of Relationship and Sex Education: Years 1 – 6

**Further details for Parents:** Included in our programme of 'Relationship and Sex Education' are lessons in 'Care and Commitment' which includes the importance of hygiene, friendships and healthy choices. The theme of self-esteem, body awareness and confidence runs throughout the teaching.

**Please note:** this is only intended as an overview of the areas covered and should be followed by a discussion with your child's class teacher and/ or PSHE Co-ordinator, if you have any concerns at all. Viewing the materials used in the teaching sessions will also put into context the areas detailed below. Parents may do this at any time by arrangement.

Changes	
<b>Year One</b>	<ul style="list-style-type: none"> <li>Identify their skills and abilities</li> <li>Understand the differences between boys' and girls' body parts</li> <li>Naming of external body parts</li> <li>Recognise and respect differences</li> <li>Compare and contrast themselves with others</li> <li>Encourage and support children to ask questions</li> </ul>
<b>Year Two</b>	<ul style="list-style-type: none"> <li>Identify and recognise their skills and abilities</li> <li>Understand the differences between boys' and girls' body, naming the external body parts</li> <li>Recognise and respect differences</li> <li>Compare and contrast themselves with others</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To prepare for and understand changes that occur as part of puberty</li> <li>To recognise physical and emotional changes</li> <li>Identify current levels of knowledge and understanding about puberty, menstruation and conception (determined by children's levels of understanding) – introduction to conception, puberty (in the context of life cycles – birth, baby, child, teenager, young adult, etc. and changes – life and</li> </ul>

	<p>body: changes they can control, e.g. when to get up, choosing what to eat, making friends and things they can't control, e.g. developing breasts, getting hairy, etc.)</p>
<b>Year 4</b>	<p>To become confident in awareness of life cycle changes, that conception and birth are features of this</p> <p>To begin to know that each person experiences puberty differently</p> <p>Begin to understand why the body changes in puberty</p> <p>To understand some <b>basic</b> facts about pregnancy</p> <p>To develop the skill of recognising and understanding emotional as well as physical changes</p> <p><i>*To establish pupils' knowledge and understanding of menstruation, clarify any misconceptions, reassure and help both boys and girls</i></p> <p><i>(*session delivered as and when appropriate)</i></p>
<b>Year 5</b>	<p>Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them.</p> <p>Know and understand life processes common to humans, including reproduction.</p> <p>Know and understand the main stages of the human life cycle</p> <p>Know and understand about personal hygiene.</p>
<b>Year 6</b>	<p>Consider why honesty, loyalty, understanding and respect are important in relationships</p> <p>Recognise their own worth and identify positive things about themselves and others</p> <p>Manage change effectively (e.g. learn about the changing nature of and pressure on relationships with friends and family)</p> <p>Discuss and ask questions about changing bodily</p> <p>Appreciate that similarities and differences between people are a result of many factors.</p>

	<p>Understand that puberty can be a positive and exciting time</p> <p>Know how changes at puberty affect bodily hygiene</p> <p>Discuss and ask questions about how bodies change and develop during puberty</p> <p>Know that body changes are a preparation for sexual maturity</p> <p>Learn the correct name for body parts and functions</p> <p>Recognise the need to ask for support and whom to ask</p>
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