

Royles Brook Primary School

Relationships and Sex Education policy

What is relationships and sex education?

“It is a life-long learning about physical, moral and emotional development. Effective RSE is essential if young people are to make responsible and well informed choices.” Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

AIMS AND OBJECTIVES

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 will take place with consideration of the qualities of relationships within families.

The Governing Body and Head Teacher have consulted with Staff, Pupils and Governors in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils’ self- esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

Aims of RSE:

- To develop pupils’ skills for a healthier safer lifestyle;
- To develop pupils’ communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To help pupils learn to respect and care for their bodies;
- To help pupils understand the importance of respecting others;
- To help pupils realise that they need to be responsible for their own actions;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.
- To provide a description of how RSE is delivered, monitored and evaluated in the school;

VALUES OF RSE

As part of relationship and sex education, pupils should be taught about the nature and importance of relationships and that in today’s society they are varied. E.g. marriage, civil partnerships, co-habiting, partnerships of different or same sex relationships. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. The personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education in this school.

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

This will be achieved by:

- generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate.
- making RSE an integral part of our PSHE programme.
- using circle time and the setting of ground rules to foster trust, security and openness.
- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.
- delivering the RSE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

Coverage

As part of the Foundation Stage, children will learn about the concept of male and female and about young animals. In ongoing PSHE work they develop skills to form friendships and think about relationships with others.

Key stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

Key Stage 2

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them.

- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others.

Delivery

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Royles Brook Primary School the *main* content is delivered in PSHE lessons.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

Dealing with questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

Difficult questions:

1. 'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
2. 'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Specific Issues within RSE – Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the relationships and sex education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Child protection and confidentiality

Teachers need to be aware that effective relationship and sex education, 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 Headteacher/designated child protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

How will RSE be monitored and evaluated?

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- It will be evaluated through teacher reflections and evaluations.
- Information from staff, survey results and quantitative data will feed into the review of the RSE policy to ensure effectiveness and relevance
- The policy will be monitored by the Headteacher and the governors.
- The policy will be reviewed biannually unless there is new legislation or guidance from the government.

Related Documents

PSHE Policy, Anti Bullying Policy, Safeguarding Policy, National Curriculum

Policy Date: March 2019

Next review date of policy: March 2021