



Upper Beeding Primary School

# Relationship and Sex Education Policy

## 1. Introduction

This policy explains how we provide Relationship and Sex Education as part of the Personal, Social and Health Education and Citizenship curriculum.

Relationship and sex education is crucial to one of our central aims *“to develop self-confidence and independence.”* It is an important aspect of preparing children for the world that they live in. It is about the understanding of the importance of stable and loving relationships, respect and love as key building blocks in a caring society. It is also about, *“supporting children’s emotional development and building positive self-concept; preparing children for puberty; supporting academic achievement and helping children make sense of the world around them.”* (OFSTED 2002)

## 2. Aims and Objectives

This school believes that the essential aim of relationship and sex education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasizing the benefits of a healthy lifestyle. We think that relationship and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

We have prioritized the following objectives;

- To promote pupils’ self-esteem and confidence, especially in their relationships with others.
- To develop pupils’ knowledge and understanding about puberty and reproduction and to promote the skills to build positive personal relationships.
- To encourage the development of communication and decision making skills, including good listening skills and the ability to speak with confidence
- To help young people to develop assertiveness skills including the ability to negotiate and resist unwanted pressure.
- To give pupils a chance to explore ideas about love and family, and the ways in which people care for each other, and the benefits of stable relationships
- To prepare young people for transitions and later life.

## 3. Management and Co-ordination

In accordance with government guidance, the PSHCE and the Science leaders will be responsible for monitoring and evaluating this policy, supporting its implementation and providing advice and support to governors, teachers and support staff. They will also be responsible for monitoring and evaluating the effectiveness of relationship and sex teaching and learning.

OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school’s RSE Policy, and on support and staff development, training and delivery.

## 4. Staff Development

All staff, including support staff, will have access to professional development and support that relates to the relationship and sex education curriculum.

## **5. Curriculum organisation and planning**

Relationship and sex education will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of discrete curriculum time to deliver the PSHCE framework which incorporates RSE, as well as other opportunities such as assemblies, focus weeks etc.

## **6. Curriculum Delivery**

In conjunction with the rest of the Chanctonbury group of primary schools we have, after discussion and consultation, adopted “Living and Growing” as our main resource to support this area of the curriculum. “Living and Growing” produced by Channel 4 and is the most common resource used nationally for RSE in primary schools. It uses video stories and cartoon illustrations to inform and form a basis for discussion around age-appropriate aspects of the changes associated with growing up, relationships (including sexual) and reproduction.

These means that all the children joining Steyning Grammar school in year 7 will have had the same information and learning experience and be prepared for the KS3 curriculum. (See Appendix 1 for the checklist used in evaluating this resource.) Further resources will be purchased as necessary using this checklist and with regard to the aims of our policy. The locality group PSHCE co-ordinators / Head Teachers will regularly review the effectiveness of our provision for PSCHE including RSE.

The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. Where other professionals are to be involved their contribution will be properly planned as part of the overall programme with formal agreement on content, delivery styles and monitoring processes. Their contribution will compliment other teaching and be appropriate to the age and maturity of the pupils involved. Teachers will always be involved so they can deal with questions and concerns.

## **7. Partnerships**

The school aims to work in partnership with parents and carers and with the wider school community including the school nurse. As with all subjects, parents are informed about the work their children will be covering in the term ahead through the topic overview and staff are always willing to discuss queries and concerns as they arise. Workshops linked with PSCHE and RSE may be held as appropriate and opportunities may arise in the future for further involvement for the school nurse such as parent drop-ins.

Parents have the right to withdraw their children from all or part of the relationship and sex education curriculum provided at school except for those parts included in the statutory National Curriculum (Science) or in PSHCE. Any parent wishing to withdraw their child will be encouraged to make an appointment with the class teacher, PSHCE co-ordinator or Head to discuss the matter. They will be offered the opportunity to preview the material. In the rare event that they still wish to proceed with withdrawal they will be asked to formally put their request in writing to the school.

## **8. Visitors**

The school may use the School Nurse or other health professionals to enhance the delivery of the RSE programme. Any such visitor will follow the school’s planned programme for RSE and copies of the school’s RSE Policy will be made available to them prior to their visit.

## **9. Law and Guidance on Good Practice**

Relationship and Sex Education (RSE) is compulsory for all pupils of secondary school age, but not for pupils of primary age. However, it is recommended that all primary schools should include RSE in the curriculum.

## 10. Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below);
- Teachers will always involve parents before answering questions of a sensitive nature;
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child;
- Try to find out why the child is asking the questions, and exactly what they want to know;
- Determine the child's present level of knowledge and understanding; Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

### *a) Lesbian/Gay/Homosexual*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender.

### *b) AIDS/HIV*

We all have 'germbusters' in our body which help us to fight germs. However, there are some germs called HIV which fight germbusters and destroy them. If someone has HIV and they get ill their germbusters cannot fight the germs. This illness is called AIDS.

### *c) Sex*

'Sex' is whether you are male or female.

### *d) Sexy*

'Sexy' means attractive and is a word used by adults, not children.

### *e) Naming body parts*

As a staff, the issue of naming body parts has been discussed, and it is felt that it is appropriate to recognise the names of sexual organs as part of the sex and relationships education programme. As part of the responsive approach, if children ask specific questions, the terms 'penis', 'vulva' and 'vagina' may be used in line with the guidelines for answering questions.

## 11. Definition of the Family

Teachers will base work on families and family life on the following definition of a family: "A family is a nurture group of significant individuals who care for one another". This definition in its wording above is for the teachers' own use and will not be shared with the children. In order to show due regard for family

life, staff will ensure that they have knowledge about the children's backgrounds, and will respect each child's individual circumstances, without making value judgements.

## **12. Inclusion**

In support of the school policies for Race Equality, Equal Opportunities and Inclusion, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from RSE, resources and teaching methods.

## **13. Confidentiality**

Although an atmosphere of trust is encouraged teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Head Teacher or SENDCo as the designated Child Protection Officer. Child Protection procedures will be followed.

## **14. Links to Other Policies**

This policy links closely with others, including confidentiality, equal opportunities, SEND, behaviour, anti-bullying, teaching and learning.

## **15. Policy Review**

This policy will be reviewed every two years by the leaders, in conjunction with staff, parents and Governors. It is available to all through the school office.

### **References:**

- Sex and Relationship Education Guidance: DfE July 2000
- Sex Education Guidelines: West Sussex LEA
- Sex and Relationships: OfSTED 2002
- Framework for Personal and Social and Health Education and Citizenship at KS1: 1999
- National Healthy School Standard
- The Education Acts 1986, 1988, 1993 and 1996
- National Curriculum Programme of Study for Science
- School policies and schemes of work for Science and PSHE

## **Appendix 1**

### **Checklist for Selecting a Resource for Relationship and Sex Education**

- Is it consistent with our agreed RSE policy, course aims and objectives and values framework?
- Is it appropriate to the needs of our pupils in terms of language, image, attitude, maturity and understanding and the knowledge required?
- Does it avoid racism, sexism, gender and homophobic stereotyping?
- Does it exclude any young people on the basis of; e.g. home circumstance, gender, race, levels of literacy, culture, faith and religion, sexuality, disability?
- Does it include positive images of a range of young people?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can the resource be adapted for use with all of the young people?
- Is it factually correct and up-to-date?
- Are there instructions on how to use the resource? Are they clear? Is the information for young people distinguishable from that for teachers? Are there any photo-copiable handouts, which can be used to reinforce the learning?
- Is the resource well designed? Is it durable and easy to use/store?
- Will it contribute to a broad relationship and sex programme?

- Does it encourage active and participatory learning methods?
- If anyone has used this resource before what formal or informal feedback did you receive from young people about it?

## Appendix 2

### RSE Structure Summer 18 and beyond!

CURRENT YEAR	UNIT(s) COMPLETED	UNITS TO BE COVERED	UNITS TO BE COVERED
1	1	-	2 (in Y3)
2	1	-	2 (in Y4)
3	1+2	-	3 (in Y5) prog 1+2 <i>see below</i>
4	1+2	-	3 (in Y6) <i>see below</i>
5	2	3 (in Y6)	left
6	2 (Unit 3 will need to be done in the <u>Summer Term</u> to include single sex session with reporting back to whole group)	left	left

Reviewed, Adopted and Ratified by:

Staff May 2016

Governing Body (PW) June 2016

Date for Review – Oct 2019

Reviewed by PW Committee 27<sup>th</sup> March 2019 – waiting updated guidance from County – agreed to review again in two years or sooner if updated guidance received. Policy and resources still fit for purpose.