Relationships and Sex Education Policy (RSE)

STATUS:	DATE AGREED:	REVIEW DATE:
Policy: Statutory/~~Recommended/Additional~~	SEPTEMBER 2022	SEPTEMBER 2024
WRITTEN BY:	**GB SIGNATURE:**	
Nicole Oelofse		

CONSULTATION:

Admin team , Teachers, Leadership Team, Governors

RESOURCES AND REFERENCES:

This policy has been created following the JIGSAW 'changing me' puzzle piece 6 scheme of learning. This policy has also been underpinned by government documentation including: Relationships and Sex Education (RSE) and Health Education RSE for the 21st century- PSHE association (DfE, 2019) and provisional (2010) DfE PSHE End of Key Stage Statements, Jan Lever Education consultancy.
Links to other policies: PSHE Education, Anti-Bullying, Child protection and e-safety.

PURPOSE AND AIMS:

This policy is a working document which covers our school's approach to teaching all aspects of Relationships and Sex Education (RSE) for staff, parents/carers and governors. We define RSE as 'a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about Sex, Sexuality, relationships and feelings" (Sex Education Forum, 1999). We believe RSE is important for our pupils and school because it can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain respectful relationships (family and friendship both on and offline). It also enables young people to make responsible and informed decisions about their health and well-being.

Aims

The RSE programme at our school reflects the school values and aims to:

- Provide a framework in which sensitive discussions can take place, both age and developmentally appropriate.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality, relationships, feeling and sex.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Equal opportunities

We ensure RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND) by making sure our lessons are taught sensitively and inclusively with respect to the background and beliefs of pupils and parents. Lessons are of a high quality, differentiated for both age and developmental needs and personalised for accessibility. Equal time and provision will be allocated for all groups but there may be occasions where children with SEND are given extra support.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a safeguarding issue does arise, teachers/HLTAs will consult with the designated safeguarding lead and in their absence the deputy.

CURRICULUM

We have developed the curriculum in consultation with teaching staff and governors, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

EYFS

- Children can form positive relationships with adults and other children
- Children can label parts of the body: ear, eye, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand and leg.
- Children can name some of the things they can do and food they can eat to be healthy.
- Children understand that we all grow from babies to adults.
- Children can express how they feel about moving to year 1.

Year 1

- Children can compare how they are now to when they were a baby and explain some of the changes that will happen to me to them as they get older.
- Children can use the correct names for penis, testicles, vagina, and give reasons why they are private.
- Children can explain why some changes they might experience might feel better than others.

Year 2

- Children can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.
- Children can explain why some types of touches feel OK and others don't.
- Children can explain what they like and don't like about being a boy/ girl and getting older, and can recognise that other people might feel differently to them.

Year 3

- Children can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can say why these changes are necessary so that their bodies can make babies when they grow up.
- Children can recognise how they feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Year 4

- Children can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
- Girls can talk about what periods are and why they have them.
- Children can explain some of the choices they might make in the future and some of the choices that they have no control over. They can offer some suggestions about how they might manage my feelings when changes happen.

Year 5

- Children can explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important.
- Children can also summarise the process of conception.
- Children can express how they might feel about the changes that will happen to them during puberty. They can accept these changes might happen at different times to my friends.

Year 6

- Children can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- Children can recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby.
- Children understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.
- Children understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that they should not feel pressured into doing something they don't want to.
- Children can explain how girls' and boys' bodies change during puberty and understand the importance of looking themselves physically and emotionally.
- Children can express how they feel about the changes that will help them during puberty.
- Children are aware of the importance of a positive self-esteem and what they can do to develop self-esteem.
- Children can express how they feel about their own self-image and how to challenge negative 'body talk'.
- Children can identify what they are looking forward to and what worries them about the transition to secondary school /or moving to my next class. They know how to prepare themselves emotionally for the changes next year.

A more detailed scheme of work is available on request and will be available, along with the materials used at the parent meeting prior to the specific lessons.

COMMUNICATING WITH PARENTS

Parents will be informed about the content of taught sessions across every year group from Year 1 – 6 in a letter that will be sent home ahead of these lessons taking place where, should parents wish to they can express their right to withdraw their child from these lessons. In Year 4, parents of girls will be informed when they will be taught about periods in the form of a letter (see Appendix 1). In Year 5 and Year 6, parents will be made aware of when RSE lessons will be taught. For Year 6 parents, a dace to face or zoom session on the content of SRE being taught will be held. This will give parents the opportunity to view the materials and resource beforehand.

We are committed to working closely with parents/carers by ensuring they are fully aware of what is being taught and are provided with additional resources to help support at home. Parents and governors will be informed of the dates when lessons about puberty and contraception will take place through our school calendar and a letter.

Parents have the legal right to withdraw their child(ren) from all or part of any RSE provided, with the exception of the biological aspects included in the national curriculum for Science. Parents who wish to exercise this right will be granted withdrawal by the class teacher. This information will then be passed onto the Head Teacher and will be kept in the child's file. The class teacher will then make alternative arrangements for the child at the time lessons are taking place. Parents will need to communicate this right to withdraw through signing a form at the end of the letter sent about when the RSE content will be taught and giving this back to the child's class teacher. Parents will need to review withdrawing their consent each year when the RSE content letter is sent out. If no reply has been received to withdrawal a child from RSE lessons, then it will be assumed the parent has consented.

ORGANISATION:

All aspects of Relationships and Sex Education will be delivered within an ethos of respect and sensitivity. This approach will include using high quality resources, such as books and film clips, to support and promote understanding with a moral/values context. This will include an approach that in inclusive in

terms of gender identify, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

RSE will be taught through our Personal, Social, Health Education (PSHE) curriculum. Most aspects of are RSE are delivered by the children's class teachers in mixed gender groups. However, for topics such as puberty changes and menstruation, these will be covered in single sex groups (Year 4- Year 6). Content is delivered by teachers presenting information and pupils then being given the chance to discuss.

Answering Difficult Questions and Sensitive Issues

- Ground rules for discussions and disclosure of information will be agreed with the class beforehand.
- Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, RSE lessons are taught without bias. Factual information is presented in a scientific way, and topics for discussion are presented from a variety of views so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.
- Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. All questions are answered in a factual way, and should not be linked to staff's personal life. If staff need any support with this, they can seek advice from the PSHE curriculum team.
- If a child raises an issue that might indicate a safeguarding concern, staff should follow the Safeguarding Policy and pass on concerns on concerns to the Designated Person as soon as possible.
- Our school believes that RSE should meet the needs of all pupils regardless of their developing Sexuality and be able to deal honestly and sensitively with Sexual orientation, answer appropriate questions and offer support.
- Homophobic bullying is dealt with strongly yet sensitively and is covered in our Anti-Bullying policy.
- Our school believes in the importance of appropriate staff training to enable staff to deliver effective RSE.

ROLES AND RESPONSIBILITIES:

The Governing Board

The Governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE not found in the Science national curriculum.

Staff

Staff are responsible for:

- Delivering RSE with sensitivity.
- Modelling positive attitudes towards RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE.
- Constantly evaluating their lessons to inform future planning.

- Managing arrangements for those children who have been withdrawn from RSE lessons.

Parents/ carers
Parents/ carers are responsible for making sure they have read and understood this policy. If they wish to withdraw their children from RSE lessons, parents must inform their child's class teacher of their child's withdrawal each year.

Pupils
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

MONITORING AND EVALUATING:

This policy will be monitored by the PSHE curriculum team, Head Teacher and Governors and will be considered successful if the following criteria are observed:

- Elements of the Sex education in the science curriculum are assessed.
- Lessons are reviewed by teaching staff on a regular basis to suit the children's needs.

This policy will be reviewed by the PSHE curriculum team at least every two years. At every review, the policy will be approved by the governing body, teaching staff and the head teacher.

Appendix 1: Letter sent to Year 4 parents of girls to inform about the teaching of periods.

Spurcroft Primary School
Spurcroft Road
Thatcham
Berkshire
RG19 3XX

Telephone: 01635 871541
Email: office@spurcroft.w-berks.sch.uk
Website: www.spurcroft.w-berks.sch.uk

Headteacher: Mrs K Flowerdew

June 2019

Dear Parents/Carers,

Due to the fact that a growing number of girls are starting their periods in Year 5, we will be talking to the Year 4 girls next week about this as part of our PSHE curriculum.

We wanted to inform you as we are aware that the girls may come home and start asking questions about puberty and periods.

We will be talking about:

- Why females have periods
- What a period feels like
- Sanitary towels as a common choice for young girls

We will also answer any questions the girls ask that we feel are appropriate for a class setting. We will ask them to speak to their parents, if there are any questions that we cannot answer.

This is a link to the NHS website which you may wish to share with your daughter:

https://www.nhs.uk/conditions/periods/starting-periods/

You do have the option to remove your daughter from this lesson. If you would prefer to opt out, please let the class teacher know.

If you have any questions, please do speak to your daughter's teacher.

Kind regards,

Mrs L Etherington

LKS2 Team Leader