Greenfields

Community Primary School,
Nursey & Pre-School

Relationships & Sex Education Policy

September 2019

Relationships & Sex Education Policy

This policy is fully compliant with legislation within the Education Act 1996, section 407.

RATIONALE

Schools are required to have a discrete policy which addresses Relationships & Sex Education (RSE) in school. At Greenfields, we believe that we have a responsibility to provide children of all ages with accurate, sensitive, appropriate information based on their needs. We have based our RSE policy on the DfE guidance 'Sex & Relationships Guidance' 2000, 'Sex & Relationships Education in Schools' (updated January 2014) and 'Sex and relationships education (SRE) for the 21st century' supplementary advice to the Sex and Relationship Education DfE Guidance published in 2017. In these documents RSE education is defined as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). It focuses on relationships, equality, friendships, family life, communication, safety, respect, trust and caring for others.

RSE contributes to the social, moral and cultural development of children and provides an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices.

At Greenfields we value the importance of relationships and sex education to help and support young people through their physical, emotional and moral development. This programme is linked closely to the policy for PSHE education and the National Healthy School Standard Guidance.

We recognise the partnership between home and school in this important area of personal development.

AIMS & OBJECTIVES

The objectives of relationships and sex education are to help support children through their physical, emotional and moral development. We aim to provide information about relationships and sex which is accurate, up to date, honest and age appropriate. In order to make health informed decisions, we believe in a whole school approach to RSE.

We aim to:

1. **Provide opportunities for the children to develop a range of social and personal skills, which will equip them to deal with relationships and sex and other related issues effectively**:
   - Communication
   - Self – esteem
   - Decision making
   - Problem solving
   - Self discipline
   - Respect for themselves and others

2. Enable the children to:

- Develop their confidence and responsibility and make the most of their abilities.
- Develop mutual respect and understand the needs of others and to talk about and deal positively with their emotions, feelings and beliefs and those of other.
- Learn about different types of family and the importance of family life, with the emphasis on the importance of commitment, love and respect.
- Respect differences between people and challenge discrimination and prejudice.
- Be safe from abusive relationships (domestic abuse) and exploitation and recognise potential risks and know how to manage them (child sexual exploitation).
- Learn about life cycles and the physical development of their bodies as they grow into adults using correct terminology.
- Be able to make informed choices that enable them to live a healthy and safe lifestyle and recognise their responsibility for their own actions.
- Recognise some of the possible difficulties in relationships including loneliness, separation, divorce and bereavement.
- Understand they have the right to feel and be safe and have the confidence to ask for help and know who they should go to.

RESPONSIBILITIES

School Governors have specific responsibilities with regard to RSE. At Greenfields, a committee of the governing board will:

- ensure the legal framework is followed.
- produce a written statement of the school's policy with regard to relationships and sex education.
- implement the RSE policy through the Headteacher.
- make copies of the RSE policy available for inspection by parents/carers of pupils registered at the school and provide a copy free of charge to any parent/carer who requests one.
- include a summary of the content and organisation of RSE on the school's website.

THE RELATIONSHIPS AND SEX EDUCATION PROGRAMME AT GREENFIELDS

Through relationships and sex education, the children should:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work.
- Be able to protect themselves and ask for help and support.
- Be prepared for puberty.

Relationships and sex education is delivered within the Science Curriculum and within PSHE education.

RSE through the PSHE education curriculum

RSE is covered within the PSHE education curriculum using a discrete scheme of work from Early Years through to Year 6 (the scheme of work is available on request)

The four broad themes within PSHE education:

1. Increasing confidence and responsibility and making the most of pupil's abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier lifestyle.
4. Developing good relationships and respecting differences between people.

The main outcomes of RSE within the PSHE education curriculum are:

- Understanding and managing their own feelings
- Taking responsibility for their own feelings
- Understanding the feelings of others
- Social skills
- Making informed choices

RSE through the Science curriculum.

All aspects of the science curriculum relating to RSE are statutory. Parents/carers should be aware that children cannot be withdrawn from these science lessons.

Within the science curriculum, the children should:

Key Stage 1:

- Know that all creatures, including humans, move, feed, grow, use their senses and reproduce.
- Recognise the main external parts of their bodies.
- Know that humans and animals can produce offspring, which grow into adults
- Recognise the similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2:

- Know that the life processed common to humans and other animals include nutrition, growth and reproduction.
- Know about the main stages of the human life cycle (including puberty)

Discrete RSE lessons

Parents/carers are informed before school nurse talks and can withdraw children. A teacher will also be present to enable them to carry out follow up work and answer any questions.

Year 5 - The school nurse will give a talk which will focus on puberty and growing up.

Year 5 - The school nurse will give a talk about puberty and growing up. Children will also look at reproduction, pregnancy and birth. Contraception and sexually transmitted diseases will also be introduced.

Year 5 & Year 6 - School staff will also speak to girls about starting their periods and what to do if this happens at school. Staff will encourage girls to be open and honest. Staff will also have a supply of sanitary protection. A sanitary bin is provided in one of the cubicles in the pupil toilets. Staff will be on hand to answer any questions or offer advice. They will also remind pupils to use the 'Worry Box' as a way of asking questions if they prefer not to ask face to face.

DEALING WITH SENSITIVE ISSUES - ANSWERING QUESTIONS

Staff will answer children's questions relating to relationships and sex education in an open and factual way, following these ground rules:

- Staff will not enter into discussions about personal issues and lifestyles. They will give factual information and not personal views.
- It is inappropriate for staff or children to answer personal questions.
- Nobody is forced to take part in discussion.
- In discussion, correct and appropriate terminology will be used.
- Meanings of words are explained in a sensible and factual way.
- In support of equal opportunities, staff will challenge discrimination or stereotyping.
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.
- Staff are encouraged to answer all questions related to the agreed scheme of work, but will use their professional judgement to decide whether an appropriate response should be given to the whole class, one to one, referred home or dealt with by the PSHE education co-ordinator.
- 'Worry Boxes' may be used within RSE lessons and be available for all pupils to use at any time.

ASSESSMENT OF LEARNING

We will assess pupils through our PSHE education scheme, alongside discrete assessment of specific RSE strands such as body parts, puberty and life cycles linked to science.

Pupils' progress will be assessed by teacher observation, monitoring individual's behaviour and by discussing and marking pupils' work.

Progress and achievements in PSHE education as a whole, will be reported to parents/ carers in the end of year pupil reports and if appropriate at parent/ carer consultation meetings.

External moderation takes place via the National Healthy Schools Standards.

CURRICULUM ENTITLEMENT

All children are entitled to a relationships and sex education programme that is part of an integrated programme of health education. This will recognise and respect pupils' different abilities, levels of maturity and personal circumstances and differentiate lessons accordingly. Group and individual programmes will be provided for vulnerable children.

WORKING WITH PARENTS & CARERS

The school is aware that the main responsibility for children's relationships and sex education lies with their parents/carers. As stated in the 1993 education act, pupils can be withdrawn from any part of RSE that is outside the statutory element of RSE contained in the National Curriculum for Science. Parents/carers wishing to exercise this right are asked to talk to the Headteacher to explore concerns and discuss the impact that a withdrawal may have upon a child. Parents/carers are informed by letter about puberty and RSE talks that are taking place with the school nurse. In addition, the Relationships and Sex Education policy is published on the school website and parents/carers are given the opportunity to comment or ask questions about the policy.

CHILD PROTECTION

All staff will adhere to the Child Protection policy if they believe a child is at risk or in danger. All staff have been briefed about issues relating to Child Sexual Exploitation and recognise the importance of RSE to enable children to keep themselves safe. Staff are aware of the school's responsibility to protect children in line with 'Keeping Children Safe in Education' (2018). All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation.

CONFIDENTIALITY

Confidentiality will be maintained by staff unless a child is at risk or in danger. If a member of staff believes a child is at risk or in danger, they must talk to the Headteacher as Designated Safeguarding Lead in accordance with the Child Protection policy. A copy of this policy is available for parents/carers.

If there is to be a breach in confidentiality, the child concerned will be informed that confidentiality is being breached and the reason why. The child will be supported by the staff throughout the process.

EQUAL OPPORTUNITIES

Greenfields Community Primary school is committed to equality in all aspects of school life. This policy has been written with reference to and in consideration of the school's Equality Scheme.

DISSEMINATION OF THE POLICY

A copy of the relationships and sex education policy is made available to all parents/carers through the website and paper copies may be obtained from members of staff. The policy has been ratified by Governors.

FURTHER GUIDANCE

- DfE statutory guidance on sex and relationship education (updated January 2014)
- Ofsted Guidance: The Sexual Exploitation of Children: It couldn't happen here could it? (November 2014)
- Relationships education, RSE and PSHE (published March 2017)
  www.gov.uk/government/publications/relationships-education-rse-and-pshe
- National Curriculum Review (2013)
- NSPCC: What can schools do to protect children and young people from sexual exploitation. (April 2013)
- OFSTED report on the teaching of PSHE and SRE (2013)
- Sex and relationship guidance - DCSF 2000
- The Except Respect toolkit – Women's Aid.
- Healthy Schools guidance – see Healthy Schools website
- Sex Education Forum, Sex and Relationships Education Framework (2005)
- DCSF (2008) *Governments response to the report by Sex and relationships Education (SRE)Review steering group.*
- Fisher, J., McTaggart, J. (2008) *Review of sex and relationships education (SRE) in schools*: *A report by the External Steering Group* (January 2009)
  http://www.teachernet.gov.uk/_doc/13030/SRE%20final.pdf

POLICY MONITORING & REVIEW:

The Governing Board have determined that this policy will be reviewed annually.

It will be subject to monitoring and evaluation by the PHSE co-ordinator, who is also the RSE co-ordinator, to ensure effectiveness and progression. This may take the form of talking to staff, pupils and parents/carers; reviewing any new guidance and carrying out work scrutinies. This policy will also be monitored by the Headteacher and Governing Board through a process of consultation with teachers, pupils, parents/carers and governors.

The next scheduled policy review is **September 2020.**