



# **DRAX COMMUNITY PRIMARY SCHOOL**

## **RSE Policy 2016**

### **(Relationships & Sex Education)**

**Date of ratification by Governing Body:**

Signed: \_\_\_\_\_ (Chair of Governors)

Signed: \_\_\_\_\_ (Headteacher)

Date for next review.....

# Policy for Relationship and Sex Education (RSE)

## Relationship and Sex Education Policy Statement

*It is our school's aim that every member of the school community feels valued and respected, and that each person is treated fairly and equally.*

### Aims

The aim of this policy is to clarify the content and the manner in which Relationship and Sex Education is delivered in this school. The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. We aim to provide a framework for effective Relationship and Sex Education reflecting the aims and values of our school:

- An awareness, understanding and **respect** for self, including self-confidence and self-esteem
- An awareness and **respect** for others and their views
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and **respect**
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Learning the value of respect, love, care and relationships that are healthy, equal and safe
- A confidence in talking about human feelings and emotions

Relationship and Sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It is intended to support pupils in gaining accurate information, developing skills and forming positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline as well as enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Relationship and Sex education begins well before the onset of puberty and the changes it brings and is best achieved through a whole-school approach which ensures that the school's policy is appropriate for the age and maturity of the pupils. This includes involving parents and carers, giving staff appropriate training and support and ensuring that pupils' views are listened to.

Effective sex and relationship education enables young people to make responsible and well informed decisions about their lives. It should be firmly rooted within the framework for PSHE and Curriculum 2014 and place the needs of children and young people firmly at its centre.

The Childrens' Act of 1989 required children's views to be taken into account in the light of their age and understanding. School based Sex and Relationship Education should meet the needs of boys as well as girls, young people from minority ethnic groups and young people with physical disabilities or special educational needs. As part of the Equalities Act 2010 schools are required to teach about 'different families-same love' in order to enable pupils to learn about different family structures and that the school is proactive in preventing homophobic and transphobic bullying and that all pupils feel included.

The Relationship and Sex education programme is to be taught as part of the school's Personal Social and Health Education programme. The relationship and sex education programme includes parts of the Statutory National Curriculum 2014 Science syllabus.

The support materials to be used include CDs, books, pamphlets, and schemes that are agreed and shared with parents, teachers and governors. The teachers will then decide which items, from this material to use with a particular group of children. Parents of Y5/Y6 children will be notified in advance of their relationship and sex education lessons. Each year parents of children in these classes are able to view the materials before the lessons take place. The teaching is done by the class teachers sometimes with the support of teaching assistants.

## **Objectives**

Through:

- a) providing good role-models between all stakeholders in the school
- b) exploring the relevant issues involved in Relationship and Sex Education
- c) encouraging pupils to discuss in an open, caring environment

we aim to develop in all our children:

- a sensitive and responsible attitude to themselves and their relationships with others and developing self-respect and empathy for others
- knowledge about loving relationships, life cycles and the process of human reproduction
- learning the value of **respect**, love, care and relationships that are healthy, equal and safe
- understanding of personal safety and how to keep safe on and off line
- the ability to recognise the physical and moral implications and risks of certain types of behaviour
- an understanding of gender difference and the specific personal and social issues which may arise pertinent to each gender
- consider the impact of the media on body image and portrayal of all genders
- a foundation of understanding of Relationship and Sex Education for further work in the secondary school
- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe parts of the body
- learn that their body belongs to them
- an encouragement for discussion between pupils and their parents/carers after the initial discussion at school
- explore and develop the social and personal skills needed to make informed choices learning how to recognise and avoid abuse, control and exploitation, learning about internet safety

## Roles and Responsibilities:

### **The Governing Body**

The governing body is responsible for ensuring school has an up-to-date RSE policy that describes the content and organisation of RSE through national curriculum science and other curriculum areas like PSHE.

The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends.

The governing body needs to ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents on the website and that parents know of their right to withdraw their children.

Governors will ensure that the programme and the resources are monitored and evaluated. The policy is reviewed on a one year cycle. The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- work with governors to ensure compliance with the statutory guidance
- liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored
- keep the governing body fully informed of provision, issues and progress around RSE issues
- act upon any concerns which may arise from a pupil's disclosure during RSE sessions
- monitor staff training requirements in relation to effective teaching and learning of RSE **and provide training when necessary eg. new/inexperienced staff**
- ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme
- liaise with the Pupils & Standards Committee
- co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE

## **The PSHE Co-ordinator**

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- ensure the implementation and quality of long term and medium term RSE schemes of work
- consider the needs of all pupils.
- consult with pupils to inform provision around RSE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- access appropriate training
- monitor and advise on RSE organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included

## **Parents / Carers**

School aims to work in active partnership with families, to value their views and keep them informed of the RSE provision. Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw. If a parent/carer has any concerns about the RSE provision then the Headteacher can be contacted with any queries or concerns.

Parents have the right to withdraw their children from all, or part, of Relationship and Sex Education, which is not part of the National Curriculum. Parents wanting to exercise this right are invited to contact the Headteacher. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

## **Consultation**

Teachers, governors, parents / carers and the Local Authority Health and Well-being Advisor were consulted when this policy was being written. This policy was agreed in June 2015 and will be reviewed in June 2016. The draft policy was shared with all parties to review and reach agreement. The policy is published on the school website and the materials used are available to view in school.

## **Links to other policies**

This policy links to Drax Community Primary School's policies:

- Safeguarding and Child Protection Policy. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Confidentiality Policy
- Anti-bullying Policy
- E-safety policy / ICT Policy
- Teaching and Learning Policy
- Assessment Policy
- Science Policy
- Equalities Duty Policy

## **Delivery of RSE and the curriculum**

### **Programme of Study for Relationship and Sex Education**

Staff will ensure that the following criteria are incorporated into their Long Term Planning alongside any Personal, Social and Health Education criteria.

*We want pupils to develop awareness and understanding of:*

#### *Foundation Stage - Early Learning Goals*

- Self-confidence and self esteem
- Making relationships
- Behaviour and self-control
- Self-care sense of community.

#### *Key Stage 1*

- external parts of the body, and the concept of male and female
- all types of families, and how people share responsibilities and live and work together
- life cycles, babies, and how we grow older and death
- the importance of valuing oneself and others, and beginning to recognise the range of human emotions and feelings
- simple rules for co-operating and living together
- personal safety and how to keep safe on and offline
- treating animals with care and sensitivity
- recognising similarities between themselves and others and treating others with sensitivity
- notice that humans and other animals can produce offspring and that these offspring grow into adults (Statutory)
- the main external parts of the body (Statutory)
- the children should be introduced to the process of reproduction and growth in animals. The focus is on growth e.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; baby, toddler, child, teenager, adult.

*At Lower Key Stage 2 (Y3/4) we want pupils to develop awareness and understanding of:*

- the above concepts in greater depth
- all different types of relationships, families, how individuals belong to many groups, and have different roles
- challenging gender stereotypes
- the rights of others to hold and express different views
- different patterns of friendship, loyalty, and the skills needed to form good relationships
- a greater range of human emotions and feelings, including those of loss, and begin to learn how to deal with these
- how actions have consequences for themselves and others
- other people's feeling and emotions, and to have respect for these
- good and bad touching, both inside and outside the family home, and to develop responses to these.
- personal safety and how to keep safe on and offline

*At Upper Key Stage 2 (Y5/6) we want pupils to develop awareness and understanding of:*

- the above concepts in greater depth knowing about the main stages in the human life cycle
- a positive attitude to relationships, helping children to develop a sensitive, responsible attitude to themselves and their relationships with others, particularly with regard to sexual reproduction. A development of relationships based on mutual understanding and trust
- personal safety and how to keep safe on and offline
- at Year 5 – the physical, emotional and social changes which take place at puberty, ensuring that pupils understand the correct terminology and the processes of change which are or are about to happen to them, and allowing them to ask questions, avoid being exploited, avoid being pressured or exploiting others.
- at Year 6 – the above point will be reinforced, taking into consideration the maturing development of the children
- at Year 6 – the basic biology of human reproduction – conception, birth and growth, and some of the skills and responsibilities involved in parenting
- the life processes common to humans and other animals including growth and reproduction (Statutory)
- the main stages of the human life-cycle including the basic facts about the process of conception, pregnancy and birth (Statutory)

### **Equal Opportunities**

In support of the Equalities Scheme all pupils regardless of age, ability, sex, race, and religion or gender identity will have the same opportunities to benefit from the resources and teaching methods.

### **Guidelines**

Relationship and Sex Education is taught in a variety of ways throughout the school. From Reception to Year 6 it is taught through:

- Planned aspects of science
- Teaching and Learning strategies will differ, depending on the age and stage of development of the child. These will include circle time and cross-curricular development to pick up any relevant issues, often through story, circle time, drama, group discussions, paired work, puppets, storyboards, work sheets and class discussions.
- All staff will use effective personal and social health education methodology for example distancing techniques whereby a short age appropriate story is read to the class and issues raised can be discussed from the character in the story's point of view.
- Teaching will be matched to the maturity of the pupils.
- Children will be taught by their own class teacher sometimes supported by a teaching assistant or additional teacher.
- Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously. All questions will be answered in an open and honest way, as appropriate to the age group of the pupil.
- If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this will then allow the teacher to follow a number of options such as:
  - further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked
  - time to consult with colleagues to construct an appropriate answer
  - liaise with the pupil's family and obtain information about where to get further help

if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

- Parents of Year 5 and 6 children will be informed prior to lessons to see the teaching materials we intend to use, and to ask any questions.
- In the latter part of Year 5, children will follow a structured programme in the form of a short topic where the first aspects of reproduction will be introduced, ie. puberty or changes to the body, hair growth, menstruation etc. Every effort will be made to provide an atmosphere where children feel secure.
- In Year 6, children will follow a structured programme in the form of a short topic; every effort will be made to provide an atmosphere where children feel secure.
- Occasionally sexes may be segregated to introduce certain sensitive topics or information

### **Procedures for assessment, monitoring, evaluating and reviewing**

The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and identified staff needs
- The RSE lessons are evaluated yearly by the teaching staff.
- Pupils are involved with assessment of learning in RSE and are engaged in the evaluation of the RSE provision through class forums.

Evidence of learning will be through pupil conferences, displays or exercise books.

Key aspects from the schools 'Growing up In North Yorkshire' bi-annual survey will be reflected in the curriculum as needed. Staff training needs will be identified through a Continuing Professional Development CPD audit or performance management and are renewed as required. The PSHCE Coordinator will attend local authority network meetings.

### **Confidentiality and Safeguarding issues**

RSE can be a sensitive issue. To protect privacy and engender **respect** for all, teachers will be expected to develop ground rules with pupils at the onset of work. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff. All staff have up-to-date child protection training.

Some young people may have concerns which they wish to share with a teacher, and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given. Staff need to use the support referral systems available in our school and also be aware of our child protection procedures. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the staff who have designated responsibility for Child Protection. The Designated person(s) will then take action as appropriate.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration. The Headteacher or relevant staff member would consider if there are any special circumstances which may temper this right.

## **Resources**

These have been viewed and agreed by the governing body at the \_\_\_\_\_ meeting and will be reviewed again in September 2017.

- Local authority recommended resources
- [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)
- RSE lessons developed by NYCC schools and on Fronter NYCC website
- Challenging Homophobia in Primary Schools' (<http://www.ellybarnes.com/>),
- Expect Respect Toolkit
- Childline School Service
- NSPCC underwear rule – PANTS campaign
- FPA - <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>
  
- PSHE association website <https://www.pshe-association.org.uk/>
  
- Media smart- body image <https://www.mediasmart.org.uk/resources/bodyimage> (this is aimed at year 6). The PSHE association have also just published some guidance for schools on body image

## **Appendix 1**

### **What are schools required to teach?**

All maintained primary and secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this. The programmes of study for primary schools are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

- In primary school the new National Curriculum science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5).
  
- Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Ofsted has raised concerns about primary schools failing to teach correct names for sexual parts of the body.
  
- Legally, all state-funded schools must have due regard to the government RSE guidance (2000). This states that boys and girls should learn about puberty before they experience it and should learn about how babies are born before they start secondary school.

### **Extracts from the National Curriculum**

Key Stage 1

NC Science – statutory from September 2014 Notes and Guidance (non-statutory)

Key Stage 1 Pupils should be taught to:

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1

### **Year 1 PoS Animals, including humans**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

### **Year 2 PoS Animals, including humans**

- notice that animals, including humans, have offspring which grow into adults

Pupils...should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

### **Key Stage 2**

Lower Key Stage 2 - Years 3 & 4 Pupils should be taught to:

#### **Year 4 PoS Living things and their habitats**

- explore and use classification keys to help group, identify and name a variety of living things

Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals

Upper Key Stage 2 - Years 5 & 6 Pupils should be taught to:

#### **Year 5 PoS Living things and their habitats**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals

Animals including humans

- describe the changes as humans develop to old age

Pupils should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Year 6 PoS Living things and their habitats**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms

Animals including humans

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Evolution and inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.