Yew Tree Primary School

RELATIONSHIP AND SEX EDUCATION POLICY AND CURRICULUM

Committee with oversight for this Policy  |  Safeguarding
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"Learning for Life"
Relationships and Sex Education

**What is Relationships and Sex Education?**

Relationships and sex education is a key aspect of personal, social and health education in primary schools. It is often provided under different topic headings e.g.

- Growing up
- Our bodies
- Personal relationships
- Relationships and family life
- Keeping clean

It is not just about sex. It is about different relationships and how people deal with each other. It is also about having respect for your body and those of others. It is about empowering children to make informed, positive choices.

**Values Framework**

All learning in RSE is underpinned by the following values:
Friendship
Trust
Respect
Responsibility
Honesty
Happiness

**Role of Parents**

The school is well aware that the primary role in children’s relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school’s relationships and sex education policy and practice through, for example, newsletters, school prospectus, school website etc.
- Answer any questions that parents may have about the relationships and sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships and sex education in the school
• Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary

• Inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Parents have the right to withdraw their child from part of the sex education programme that falls outside of the statutory National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme in which they do not wish their child to participate. The National Curriculum for Science includes learning about human growth and development including puberty, and is statutory.

**Aims**

To provide a supportive learning environment in which all pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

There are three main elements to our RSE programme:

• Gaining knowledge and understanding
• Developing positive attitudes and values
• Extending personal and social skills

1. **Introduction**

At Yew Tree Primary School we believe that effective RSE is essential to enable children to make informed decisions about their lives.

The RSE programme is integrated into the PSHE curriculum within the school. This supports our work to provide a foundation for health and wellbeing at Yew Tree for all pupils as demonstrated by our recognition as a Solihull Healthy School.
RSE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of marriage and its importance for family life and bringing up children.

The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship but ensures that there is no stigmatism of children based on their home circumstances.

School is compliant with the Equality Act 2010 in the way that the curriculum is delivered, issues are taught in a way that does not subject pupils to discrimination. For example PSHE education covers equality and diversity based subjects including gender equality and non-violent, respectful relationships.

Sex and relationship education has three main elements that we aim to teach:

- attitudes and values
- personal and social skills
- knowledge and understanding

**Attitudes and values:**

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

**Personal and social skills:**

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with absence of prejudice
- Developing an appreciation of the consequences of choices made
- Management conflict
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness
• Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly

Knowledge and understanding:

• Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions
• Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment
• Counteracting misleading myth and folklore and fake assumptions of ‘normal behaviour’
• To be aware of sources of adult help and support
• The RSE Policy has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the
  Equal Opportunities Policy
  Health and Safety Policy
  Special Educational Needs Policy
  Behaviour Policy
  Confidentiality Policy
  E-Safety Policy

2. Aims

Within the context of the above, we aim to develop relationships and sex education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Relationships and sex education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our RSE. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school’s policy and abides by it. We will evaluate carefully all external contributions in order to assess the additionality they provide.
We are recognised as a Solihull Healthy School and as such we:

- consult with parents on matters related to health and wellbeing
- provide training for teachers delivering aspects of RSE
- listen to the views of the children in our school regarding RSE
- develop our children’s confidence in talking, listening, and thinking about feelings and relationships
- support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations.

3. Process of Policy Development and Consultation

This policy is descriptive of current practice in our school in both Relationship and Sex Education (RSE). It has been developed through a full consultation process with staff, parents, governors and pupils. This document was circulated to all relevant parties and a working party discussed developments and improvements of this policy. Our working party was balanced, comprising of community members, religious groups, governors, pupils, parents and teachers.

Our policy and practice has been developed in line with:

- Sex and Relationship Guidance, DfEE July 2000
- Sex and Relationships for the 21st Century (Sex Ed Forum), 2013

The process for reviewing this policy is for the subject leader to ensure that the policy is updated in line with any national changes, maintains its relevance for Yew Tree’s school community and reflects current practise within school. Parents will be consulted through the parent consultation group. Staff and governors will have an opportunity reflect upon any necessary changes. Pupil voice will come through evaluation of HRBQ data, units of learning and questionnaires as appropriate.

4. RSE provision

The PSHE framework is developed through four broad themes:

- Developing confidence and responsibilities and making the most of children’s abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting differences between people, developing confidence in talking, listening and thinking about
feelings and relationships is taught throughout the year as an ongoing element of the PSHE curriculum. Other curriculum areas may also include opportunities for discussions.

We teach RSE through different aspects of the curriculum. Whilst the main RSE teaching is in our PSHE curriculum, we also teach some RSE through other subject areas e.g. Science and PE, where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing.

The following parts of the National Curriculum Science Programme of Study are delivered with regard to the above four themes:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival.
- Describe the importance for humans of hygiene.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The following have also been identified within the PSHE curriculum

**Human Growth and Development**

- Understand the idea of growing from young to old
- Understand the physical and emotional changes through puberty
- Know that humans develop at different rates

**Parenting, Families, Life Cycle**

- How a baby is made and born
- Know that babies have special needs
- Acquire the skills of caring for young animals
- Know that there are different types of family and be able to describe the role of individuals within the family
- Know about the rituals associated with birth, marriage and death and are able to talk about emotions involved
Relationships

- Encourage co-operation with others in work and play
- Appreciate ways in which people learn to live and work together
- Recognise the range of human emotions and ways to deal with these
- To know that difference and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender, sexuality and disability.
- To recognise the characteristics of safe and healthy relationships.

Sexuality, Sexual Identity, Self Esteem

- Describe roles of individuals within families
- Understand the important of valuing oneself and others
- To recognise and challenge stereotypes.

Child Protection and Safety

- Know about personal safety and that individuals have rights over their own bodies
- Be able to name and talk confidently about private body parts (scientific names for body parts will be used)
- Know that there are differences between a good and a bad touch
- Develop and practise simple ways of keeping safe including e-safety and know who to turn to for help

Personal and Social Skills

- Encourage discussion about emotions to share experience

5. Teaching Methods and Resources

Active learning methods which involve children’s full participation are used and RSE takes place within normal classroom provision of mixed sex classes. Single sex groups are used as appropriate when discussing topics of a sensitive nature.
Staff help children to develop the confidence to talk, listen and think about relationships and sex through the use of the following strategies:

- establishing ‘ground rules’ (see below)
- role play and drama
- class discussion
- group discussion
- circle time
- reflection time

All teachers are committed to delivering the RSE curriculum.

Staff and external contributors are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues. Staff and external contributors work within the values framework of the school.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one will be forced to take part in a discussion
- From Nursery onwards only the correct names for body parts will be used – breast, penis, vagina, etc.
- Meanings of age-appropriate words will be explained in a sensible and factual way. When questions arise either naturally, or from topic work, they are answered simply, honestly, factually and age appropriately
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly or immediately but must always be handled sensitively and a response given in a timely manner. Clarifying precisely what a child is asking through your own questioning will often enable an immediate response. Staff should seek the support of the PSHE subject leader or a senior member of staff if they are unsure how to answer a question. Staff must use their skill and discretion in these situations and refer to the PSHE subject leader or Headteacher.
- If a question or comment raises a Child Protection concern, the designated member of staff (DMS) or Headteacher should be informed so that Child Protection procedures can be followed.
6. **Responsibilities**

It is the statutory responsibility of the school's governing body to ensure that the policy is developed and is made available to parents. Schools have a legal duty to ensure the well-being of their pupils and RSE contributes to this duty.

The PSHE subject leader is responsible for the following:

- In the light of statutory curriculum changes and nationally determined priorities, to monitor school practice that will lead to the writing of a policy and scheme of work
- To keep up to date with developments in the subject by attending INSET, Workshops, Support groups, accessing books and other literature, and sharing this information with colleagues
- To bring to the attention of the Headteacher possible developments in the subject
- To share expertise and subject knowledge by leading INSET, Workshops and Staff Meetings
- To order, monitor and develop resources, keeping them well organised, labelled and accessible
- To advise colleagues on appropriate planning, assessment, teaching methods, activities and resources
- Monitoring and evaluating the effectiveness of the PSHE (including RSE) provision.
- To lead by example by showing good practice through joint planning, team teaching, working alongside colleagues, and modelling good practice.
- Liaise with external agencies such as Loudmouth Education and Training Theatre Company and NSPCC regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- Monitor this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
7. **Working with Outside Agencies**

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to health education. In particular members of the wider community such as the school nurse and other health professionals, give us valuable support with our RSE programme. All contributors to the RSE programme are expected to work within our policy. Members of the medical profession are bound within their own codes of confidentiality when working with individual pupils.

8. **Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils, irrespective of gender, ability, sexuality, disability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

We recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these.

9. **Pastoral Support for Pupils**

All members of staff are approachable to discuss relationship and sex issues with the children. However, if a child makes a reference to being involved, or likely to be involved in sexual activity then the member of staff will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will record the information and take appropriate action. If the teacher has concerns, they will draw their concerns to the attention of the designated member of staff for Child Protection. This designated member of staff for Child Protection, or the Headteacher, will then deal with the matter in accordance with Child Protection procedures.