

RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction

The school recognizes its responsibility to promote the spiritual, moral, cultural, mental and physical development of its pupils. It aims to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life.

It seeks to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development. This wider remit is encompassed in the PSHEE syllabus whilst this specific RSE policy deals with those aspects of that syllabus pertaining specifically to aspects of Relationships and Sex Education

Policy Formation

DfE has published statutory guidance about how Relationships Education, Religious and Sex Education (SRE) should be implemented in all Schools across England by September 2020. This is the result of concerted lobbying by campaigners to address the gaps in SRE they believe would help keep young people safe.

As a consequence of the legislation, all pupils up to Year 6 should receive compulsory Relationships Education and may receive some RSE, and all pupils of Years 7 and 8 should receive compulsory Relationships and Sex Education.

With this in mind, puberty will be taught to pupils in Years 5 and 6 in addition to Relationships Education

In all Years Relationships Education is taught by Form Tutor. The content for all year groups is created, monitored and evaluated by the Head of PSHE

The Aims of RSE

What is Relationships and Sex Education?

RSE has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It prepares children for the changes and challenges of puberty and allows them to consider the

responsibilities of adulthood. It also teaches about reproduction and sexual health but does not promote early sexual activity.

2. Why should it be taught in school?

RSE begins at a very early age and, whilst much of it is learned from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows pupils to develop necessary personal skills and a positive attitude to sexual health and well-being.

Wide ranging research has shown that children want information about changes and situations they will experience before they happen. A structured programme in school increases the probability this being achieved. Also, whilst in an ideal situation parents and children can discuss these matters at home comprehensively the reality is that many families find talking about these issues difficult. Many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

3. What does the School want RSE to do for the pupils?

For all year groups RSE will;

- provide clear information which is easy to understand, relevant and appropriate to the age and maturity of the children
- provide information on both genders to all children, in order to dispel mysteries and encourage empathy (just a few lessons on puberty will be delivered separately to boys and girls in Year 6 but the same content will be taught to both groups - all other lessons are taught together).
- promote the development of enlightened, positive and accepting attitudes
- promote the development of confidence in talking, listening and thinking about emotions, friendships and relationships
- encourage the exploration and clarification of values

Over the course of Years 5 and 6 we want to ensure that the children

- are able to name parts of their body and describe how their bodies work
- are prepared for the physical and emotional changes of puberty (detailed and practical advice on menstruation is given in Year 6)
- show empathy between peers and across genders regarding issues related to adolescence and growing-up.

- learn about the nature of marriage/stable relationships of all types and their importance for family life and the bringing up of children
- can protect themselves and know where to go for help, support and advice

.and during Years 7 & 8;

- understand the attributes of loving, trusting relationships of all kinds
- understand what the expectations might be of having a girlfriend or boyfriend
- have an understanding of sexual intercourse
- understand that the appropriate context for sexual intercourse is as an expression of love and trust between two consenting, responsible adults
- develop positive values and a moral framework that will guide decisions, judgements and behaviour
- understand the law regarding the age of consent and the arguments for delaying sexual activity to maturity
- understand the reasons for protected sex and avoiding casual sex
- understand sexual orientation and other LGBT issues
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others
- how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement.
- have sufficient skills and information to be able to protect themselves

4. How does it fit into the school curriculum?

RSE is not taught in isolation. It is rooted in the PSHE programme. It is also supported by the whole school's ethos. Discrete lessons each year are allocated to enable specific aspects of the RSE syllabus to be taught and discussed.

Organization and Planning

1. The Head of PSHEE, in consultation with the SMT, is responsible for the RSE syllabus.
2. The compulsory part of RSE is taught through science lessons.

In Years 3 to 6 the following concepts are revisited as part of the compulsory science curriculum:

- that the life processes common to humans and other animals include nutrition, growth and reproduction

- about the main stages of the human life cycle

In Years 7 and 8 the following concepts are revisited:

- that fertilization in human is the fusion of a male and a female cell
- about the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

3. PSHE provides teaching opportunities for many of the elements of RSE.

In PSHE the four areas of study are;

- Emotional intelligence including relationship skills, empathy, self-awareness, self-control and personal motivation.
- Well-being including mental health, nutrition, life-style, drugs and alcohol, e-safety and personal safety.
- Life cycles including dealing with babies, young children, RSE, old age and bereavement.
- Citizenship including human rights, law and justice, heroes of human rights, monarchy and government in the UK

4. PSHE is integrated into many areas of the curriculum and school life.

The School is committed to using the most appropriate teaching materials and to providing appropriate training and support for staff. The Head of PSHE is responsible for researching and providing appropriate resources.

Teaching strategies

The School is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Most lessons will be taught to mixed classes, with occasional gender groups for certain topics as deemed appropriate.

- Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before RSE lessons commence.
- Questions will only be addressed to whole groups or the whole class and no children will be picked out to answer a question unless they have volunteered.

- Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc can help children to discuss issues in a de-personalised, safe environment.

- Dealing with questions. Children often ask unexpected question. If this happens,

- a) the ground rules should be referred to when a question is too personal,

- b) if a teacher does not know the answer to a question they should acknowledge this and research it later,

- c) if a teacher feels that a question is too explicit, is too advanced for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to deal with it on an individual basis.

The teacher will inform parents about any issue or question that he/she feels needs to be followed up at home and d) if a teacher is concerned that a child is at risk of sexual abuse, they should follow the school's Safeguarding Policy.

- Discussion and reflection should be a part of the RSE lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material can be used but only to support or to complement wider structured activities.

- Factual information in written form may be useful for the pupils to have for future reference and pamphlets published by the Family Planning Association are given out to girls in Year 6 (on menstruation) and to all Year 7 (on puberty generally).

Working with Parents

Parents are the child's primary carers and as such are the key people in:

- Teaching their children about relationships and sex

- Maintaining the culture and ethos of the family

- Helping their children cope with the emotional and physical aspects of growing up

- Preparing them for the challenges and responsibilities that sexual maturity brings

Parents need to know that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. Teachers will work within the guidelines of this policy and the syllabus.

Parents have the right to withdraw their children from all or part of the RSE provided at school except for those parts included in the science syllabus. The school will make alternative arrangements for pupils in such cases.

Parents do not have the right to withdraw children from Relationships Education where it does not involve discussion of sex.

Teachers need to be aware that effective RSE can lead to disclosures from children that may be a child protection issue.

Key points

- The school has in place a Safeguarding policy and a Confidentiality policy

- Teachers cannot offer or guarantee unconditional confidentiality
- Only in exceptional circumstances will the school handle information without parental knowledge
- Children will be encouraged to talk to their parents. If a teacher has to pass information on to parents, the child will be informed first and supported as appropriate
- Any visitor from an outside agency involved with pupils in RSE will be made aware of the confidentiality rules and whom to approach on the staff with concerns