



# Relationships and Sex Education Policy

**At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.**

## Introduction

We have based our school's sex education policy on the DfEE guidance (ref DfEE 0116/2000) and the 2014 supplementary guidance. We refer to RSE (Relationship and Sex Education) and we place the emphasis on relationships and supporting pupils' understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social and emotional development of the child and the general life of the school.

## Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular: 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs'.

***The Lichfield Diocesan Board of Education (Sex and Relationship Guidance: A Christian Perspective 2008) states that 'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development'. Our policy for Relationship and Sex Education is written in accordance with this philosophy.***

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities etc.

This policy has been reviewed and updated in consultation with teaching and support staff, and approved by Governors .It will be reviewed every two years.

Reviewed and amended: February 2016

Review date: February 2018

## Equal Opportunities

At Trefonen C.E.Primary School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

## **Child Protection**

The Child Protection procedures as laid down by Shropshire County Council will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

## **Moral and Values Framework**

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

## **The Social, Ethnic and Religious Mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

## **Disability**

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

## **Whole School approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

## **Organisation**

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible other members of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In Years 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

## **Aims**

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour; educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

### **Our Scheme of work aims to:**

- Raise and promote positive self esteem
- Develop the confidence to seek help, support and advice.
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life cycle and help pupils accept variations
- Understand the value of family life, the implications of parenthood and the need for the proper care of all young things
- Develop skills in personal relationships, e.g. communication, assertiveness, decision-making
- Build and develop the self-esteem of all young people
- Promote equal opportunities for all
- Help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes
- Counteract misleading folklore, myth, playground rumours and false assumptions

## **Home-school Partnership**

Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

It's hoped that the school curriculum and ethos of the school complements and enhances home teaching and values, giving regard to the value of family life and loving, stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with their child's class teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

## **Role of Head Teacher**

It is the responsibility of the head to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

## **Complaints Procedure**

If parents have any cause for concern about RSE Policy they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via Curriculum Complaints.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every two years.

## **Monitoring and review**

The Curriculum Committee of the governing body monitors our relationship and sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every two years.

**Key websites:**

[www.teachersnet.gov.uk/pshe](http://www.teachersnet.gov.uk/pshe)

[www.pshe-association.org](http://www.pshe-association.org)

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

- Appendix 1      Overview of scheme of work
- Appendix 2      Sample letter to parents
- Appendix 3      Governors statement
- Appendix 4      Links to our school Science Curriculum.

Shropshire Respect Yourself Relationship and Sex Education (RSE) Lesson Overview						
	Choices & Challenges Exercises	Changes Lessons			Care and Commitment Lessons	
<b>Year 1</b>	KS1 Car wash touching Caring for pets People who care for us Story time Body outline	L1 – Amazing Me L2 – Same but different L3 - Animals & their babies			KS1 Hygiene	
<b>Year 2</b>		L4 – I can do L5 – Being safe				
<b>Year 3</b>	KS2 Create a character Conscience alley Overheard conversation	L1 – Growing up L2 – Changes L3 – Fact and fiction			KS2 Friendship	
<b>Year 4</b>		L1 – Life cycle L2 – Keeping safe Knowing our bodies L3 – Periods			Year 4 & 5 L1 – Healthy Choice Challenge L2 – What and who helps L3 - Celebrating	
<b>Year 5</b>		L1 – Puberty L2 – Menstruation L3 – Reproduction L4 – Pregnancy and birth				
<b>Year 6</b>	Pupils develop understanding and confidence about their body, how it works and changes during puberty.	Valuing Ourselves	Changes	Puberty	Knowing our bodies	Review and reflect



28<sup>th</sup> January 2016

Dear Parents and Carers,

**Shropshire Respect Yourself:  
Eat Better, Move More, Relationship and Sex Education Programme**

As part of the statutory National Curriculum, aspects of relationship and sex education are taught to all pupils. This includes understanding growth, life cycles and reproduction for animals/mammals and naming of body parts. We believe that this biological approach needs to be balanced with an emphasis on relationships, feelings, and values. We are particularly concerned to ensure our children know how to keep themselves safe and healthy and develop confidence and self-esteem to ensure they are not vulnerable or exploited in any way.

This year we are using new materials as part of personal and social health education. We are delivering the Shropshire Respect Yourself: Eat Better, Move More, Relationship and Sex Education programme. This programme has been nationally recognised, is informed by good practice guidance and has received the quality Kitemark from the Personal, Social Health Education Association (PSHE). It includes the transition programme for year 6, which ensures continuity and age-appropriate progression with the Shropshire secondary programme.

The programme will be delivered by classroom teacher(s). There will be opportunities for the children to work in mixed and single gender groups and exercises will be adapted to take into account different levels of maturity and ability. We encourage pupils to ask questions, seek further information and complete activities at home. We see this work as a partnership between school and home.

You are invited to a meeting led by Alice Crutwell, RSE advisor for our L.A. on Tue 2<sup>nd</sup> February, 2.15 – 3.15pm to discuss the programme and ask questions. There are resources and books to help you discuss these important issues with your child.

Please may you return the slip below on or before Friday 28<sup>th</sup> January. Thank you.

\_\_\_\_\_

My child's name \_\_\_\_\_

My name \_\_\_\_\_

I will be attending the RSE session *(if more than one please put how many attending)*

I will not be attended the RSE session

Signed



## **Governors' statement on the Shropshire Respect Yourself programme with reference to Relationship and Sex Education policy and practice**

**At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.**

At Trefonen, pupils are required to ensure the school delivers a broad and balanced curriculum as an entitlement for all pupils and adhere to section 36 of the statutory Department of Education guidance 'Keeping Children Safe in Education'. In making this statement Governors have taken account of the National Curriculum documents for science and guidance for PSHE and Citizenship.

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as relationship and sex education (RSE), placing the emphasis on relationships.

RSE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age-appropriate way through the age ranges. We use the Shropshire Respect Yourself scheme of work and recommended resources. This is a national, award-winning programme, which is cross-phase, providing consistency of approach for our pupils.

The class teacher will deliver the lessons. The work will be integrated into the ordinary life of the class so that both boys and girls will have a clear understanding of, and be in sympathy with, the changes involved for both genders. Some single gender work or small group exercises will be used as appropriate. Depending on availability the school nurse may offer question and answer sessions.

Parents are invited to comment on the Governors' policy and also to attend parents' meetings to preview resources and discuss the programme of work. The Headteacher and Governors are available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education additional to that required by the National Curriculum Science Order. The policy will be reviewed every two years. Governors will seek the views of teachers, pupils and parents.

This Statement was approved by Governors February 2016

## Appendix 4:

### RSE links with the Science Curriculum

The national curriculum sets out the curriculum that children will follow in Science in each year group. Parents are reminded that the Science curriculum is mandatory and parents' 'Right of Withdrawal' does not extend to this part of the curriculum.

#### Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)

#### Year 2

- notice that animals, including humans, have offspring which grow into adults
- *Non-statutory guidelines - They 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.*

#### Year 5/6

- 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
- *Non-statutory guidelines - Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.*
- describe the changes as humans develop to old age
- *Non-statutory guidelines - 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.*