

Worplesdon Primary School



Relationships & Sex Education Policy

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1. Background Information

Worplesdon Primary School admits 60 pupils per year at Reception and 30 pupils at Year 3. There are two classes per year group, Year R to 2 and three classes per year group Year 3 to 6. The children are of balanced, mixed academic ability and the proportion of children identified with special needs is in line with similar schools. The School has a semi-rural environment situated on a private housing estate one mile outside of Guildford. The School population consists almost entirely of white children and lacks any significant ethnic diversity.

2. What is Relationship and Sex Education?

In the DfEE guidance document, Relationship and Sex Education is defined as:

'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, marriage, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

It is taught in an age-appropriate way and the children are encouraged to ask questions.

3. Why is Relationships and Sex (RSE) Education in Schools Important?

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.

4. Aims and Objectives of Relationships and Sex Education

We aim to cover the three main elements of relationship and sex education: Attitudes and values; Personal and social skills; Knowledge and understanding.

4.1 Attitudes and Values

- Learning the importance of values, individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable, loving relationships;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making.

4.2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

4.3 Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction;
- Naming emotions and dealing with them appropriately.

4.4 Additional Aims

We also aim:

- To give pupils the opportunity to consider their feelings and relationships so they will develop their self-knowledge, self-respect, self-esteem and respect for others;
- To enable children to understand the consequences of their actions and encourage personal responsibility in relationships;
- To enable pupils to develop a personal moral code and respect for others beliefs and values;
- To enable pupils to be confident participating members of society and to value themselves and others;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies and develop skills for a healthier safer lifestyle;
- To be prepared for puberty and adulthood.

5. Consultation

This policy was originally drawn up through a consultation of parents, teachers and governors in 2006. Following this consultation a draft policy and scheme of work was produced, distributed to the original consultation group before being finalised, and was distributed to all parents.

There have been a number of reviews involving a cross section of parents in 2010, 2013 and 2016. This is in line with the DfEE SRE Guidance 2000:

“Governing Bodies and head teachers should consult parents and carers in developing their SRE policy in order to ensure that they develop policies which reflect parents’ and carers’ wishes and the culture of the community they serve”.

5.1. Links with Other Policies

This policy should be read in conjunction with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying
- E-Safety

Relationship and Sex Education is an integral part of Personal, Social and Health Education.

Relationship and Sex Education also forms part of the Science curriculum.

6. Every Child Matters

Under the 2004 Children’s Act schools are required to respond to the Every Child Matters Agenda.

Relationships and Sex Education makes particular reference to the following objectives:

Children and Young People are:

- Physically healthy, mentally and emotionally healthy, sexually healthy and live healthy lifestyles
- Are safe from maltreatment, neglect, violence and sexual exploitation
- Develop positive relationships and choose not to bully or discriminate
- Develop self-confidence and successfully deal with significant life changes and challenges
- Engage in law-abiding and positive behaviour in and out of school

7. Rights Respecting School

As a Rights Respecting School this policy and scheme of work uphold Article 13 of United Nations Children's Rights Charter.

"Every child and young person has the right to freedom of expression, including the right to all kinds of information and ideas (unless there are legal restrictions)."

Children have a well-established right in human rights law of access to information which is essential for their health and development.

We aim to provide all pupils with accurate and appropriate information on how to protect their health and development and practise healthy behaviours, including information on safe and respectful social and sexual behaviours.

This should take place with consideration of the qualities of relationships within families and recognise the possible sensitivity of this area in the development for children.

8. Organisation

The Relationships and Sex Education is taught in the context of relationships delivered mainly as part of the Personal, Social and Health Education curriculum. Some factual knowledge will be delivered through the Science curriculum.

Worplesdon Primary School has a statutory duty to teach the following as part of the Science element of the National Curriculum.

8.1. EYFS

- Life and Growth – The human body and what it does.

8.2. Key Stage 1

- Name and locate parts of the human body, including those related to the senses and describe the importance of exercise, balanced diet and hygiene for humans.
- Notice that animals including humans have offspring which grow into adults.

8.3. Key Stage 2

- To describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.
- To describe the processes of reproduction in some plants and animals.
- To describe the processes as humans develop to old age.
- To recognise the humans produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

8.4. Delivery

Lessons will be delivered by the Class Teachers. However, if the teacher does not feel comfortable delivering the programme, an experienced colleague will be arranged. The Class teacher's knowledge of children and their relationship with the pupils support their delivery of the programme.

The main input in years 3, 4, 5, and 6 will take place (in the Autumn and Summer Terms,) following a parents' information evening and an RSE staff meeting.

Generally the lessons will be delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups e.g Menstruation and How babies are made (Year 6).

Active learning methods which involve children's full participation are used.

The discussions and activities in lessons will be structured around a video presentation (Living and Growing DVD). Children may revisit one of the Programmes from the preceding year taking account of the pupils' development and the spiral curriculum concept.

A range of books can be provided for the children to reference and must be sorted according to the age appropriateness of the content and match the learning objectives of the curriculum.

Individual teachers are responsible for planning and delivery of lessons but it is expected that they include the following approaches:

8.4.1. Discussion

Research into effective RSE shows that discussion and project based work encourage learning and is enjoyed by pupils. By involving pupils in structured activities, they will:

- Draw on previous knowledge to develop more understanding
- Practise their social and personal skills
- Consider their beliefs and attitudes about different topics
- Reflect on their new learning
- Plan and shape future action

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8.4.2. Group Work

Group work will be a central feature of lessons.

Each lesson will give the children an opportunity for reflection to consolidate what they have learnt and to form new understanding, skills and attitudes.

8.5. Programmes Used

The programmes that are used are:

Living and Growing "All About Us"				
Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1 Programme 3 "Growing Up"	Unit 1 Programme 1 "Differences"	Unit 1 Programme 2 "How did I get Here?"	Unit 2 Programme 4 "Changes"	Unit 2 Programme 5 "Girl Talk"
	Unit 1 Programme 2 "How did I get Here?"	Unit 2 Programme 4 "Changes"	Unit 2 Programme 5 "Girl Talk"	Unit 2 Programme 6 "Boy Talk"
				Unit 3 Programme 7 "How Babies Are Made"
				Unit 3 Programme 8 "How Babies Are Born"

9. Parental Involvement and Support

Parents are seen as important partners both in the formation of this policy as well as the delivery of the objectives. To achieve this the following steps are taken:

- Periodically a cross section of parents will be invited to work with teachers and governors to review and revise this policy. The revised policy will be sent out to parents for their information.
- Prior to children being involved in Relationships and Sex Education, parents of the children involved will be invited to attend a meeting to hear about the content of lessons, the way the lessons will be conducted and have the opportunity to view the materials that will be used.
- Immediately prior to a year group delivering Relationships and Sex Education lessons, a letter will be sent to all parents of these children. It will detail when the lessons will take place, what the content of the lessons will be, encourage them to follow up the lessons at home and inform them of their right to withdraw their children.
- Parents may request to borrow the video programmes to watch them with their child at home. SRE books may also be borrowed. This can be done by arrangement with the PSHE co-ordinator.
- Teachers will always be available for discussions with any parent concerning any issues with this area and can advise parents on the content of lessons.

10. Parental Right to Withdraw Their Children

Parents will be informed in writing of their right to withdraw their child from aspects of the sex and relationships programme. It will be made clear to the parents which parts of the programme this right to withdraw applies to. (Generally this will be discussions of issues relating to human sexual behaviour)

11. Specific Issues Related to RSE

11.1. Responding To Questions

All responses to pupils' questions will be open and honest. Where it is considered inappropriate to reply to individual queries in sex education lessons, the following guidelines should be followed:

The Teacher should establish clear parameters of what is appropriate and what is not appropriate by setting clear ground rules. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

The basic ground rules are:

- No-one, (teacher or pupil) should have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meaning of words will be explained in a sensible and factual way, using the glossary if possible
- If the teacher does not know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher or both research the question later.
- If a question is too explicit, is inappropriate for the whole class, the teacher should acknowledge it and promise to attend to it later, on an individual basis. This will retain the pupils esteem but will not disturb the rest of the class. To maintain the pupils trust and respect the question must be returned to later. Children have the facility to post questions anonymously which the Teacher will address in subsequent sessions. If a pupil's questions or responses raise concerns about sexual abuse, the school's Designated Safeguarding Lead (DSL) shall be consulted.
- If a child asks a question that is age inappropriate the Teacher should acknowledge the question and explain that this is something they will learn about in the future. If this age inappropriate question raises concerns teachers will contact the parents concerned. If the question raises concerns about a child the Teacher should address this question individually with the child.

12. Internet Use, Social Media and the use of Mobile Devices

Ongoing E-Safety lessons will address e-safety specifically in the context of relationships with peers, what is / is not appropriate to talk about or be asked about. Please refer to the E-Safety Policy.

13. Sensitive Issues Raised Spontaneously

Teachers should not ignore the opportunities to address issues that occur spontaneously in the classroom but should deal with these issues strictly within the guidelines of this policy and only at the age appropriate level specified in the agreed curriculum. Multiple Births, miscarriage, age of consent, contraception, abortion, are topics which might arise because of current media coverage.

14. Contraception

Teachers in upper Key Stage 2 are required to discuss contraception in the context of prevention of pregnancy.

15. Homosexuality

It is the responsibility of the school to ensure that the needs of all pupils are met. The DFES states that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

16. Confidentiality

In the unlikely event that a primary school teacher is directly approached by a primary aged child who is sexually active, or is contemplating sexual activity, this should be viewed as a Child Protection issue and the school Child Protection Officer should be involved.

17. Special Needs

All pupils are entitled to Sex and Relationship Education. Where pupils have particular needs the lessons will be adapted to enable the child to access the lesson.

18. Monitoring and Evaluation

The effectiveness of the RSE programme is evaluated by assessing children's learning on an on-going basis and implementing change as and when required.

19. Professional Development for Staff

No teacher will be asked to deliver sex education lessons if they do not wish to do so. Teachers wishing to develop their knowledge and skills will be offered the opportunities to attend appropriate training. Opportunities to observe other staff delivering sex education lessons will be provided. To ensure that the school remains up to date with current legislation and guidelines, the subject coordinator will attend appropriate courses.

20. Policy Review

This policy was revised by parents, teachers and governors in January 2018.