

# **Sneinton St Stephen's C of E Primary School - Relationship Sex and Education (RSE) Policy**

**Date of policy: September 2017**

**Date of review: (annually or bi-annually)**

**Name of RSE Coordinator: A.Spitzmuller**

**Name of RSE Governor: Mr Buckmaster**

## **Introduction.**

This policy outlines our school's commitment to provide effective RSE for all pupils. It has been written with regard to the DfE RSE guidance 2000, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.

## **What is RSE?**

RSE is lifelong learning about physical, moral and emotional development. Through RSE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. There is often concern that RSE will encourage sexual experimentation however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

## **Key Objectives.**

The key objectives of our RSE programme are to:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare children for the physical and emotional changes of puberty
- Understand reproduction and birth within the context of loving and caring relationships
- Explore attitudes and values around sex and relationships
- Ensure children know how and where to access appropriate support
- Keep our children safe

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curricula. Pupils will be helped to understand difference and to respect themselves and others.

### **Inclusion and Support.**

RSE will be accessible to all regardless of gender. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met - this will be discussed with parents/carers.

A range of different families and relationships will be explored within RSE. All children, whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

### **The Curriculum**

SRE will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Some elements of SRE are delivered through national curriculum Science. In addition to the Science curriculum we use a Channel Four scheme called 'Living and Growing.'

#### Year 3:

- Growing Up - Has the theme of 'Where I come from' and covers work on life cycles, growth and change. It also looks at relationships.
- Differences - Has the theme of 'Living Things.' It looks at the differences between male and female, feelings and life cycles.

#### Year 4:

- How Did I Get Here? - Has the theme of 'Growing' and looks at growth and change from the point of view of the child, considering themselves as babies and then thinking of their future as adults. It also covers the growth of the foetus during pregnancy.
- Changes - Explores the physical and emotional changes that take place at the onset of puberty and how we feel about ourselves. It considers some of the changes that are outside our control and the choices we face in others, over which we have increasing control as we grow up. It reaffirms that puberty is a normal and natural process.

#### Year 5:

- How Babies Are Made:  
Examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family and relationships within it.
- How Babies Are Born - Reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth and the inheritance of physical characteristics.

Year 6:

- Girl Talk - Reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the viewpoint of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.
- Boy Talk - Reviews the physical and emotional changes that take place at the onset of puberty. It deals with the information not only from the viewpoint of boys but also in terms of what girls need to know.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis.

### **Teaching and Learning**

RSE will be taught by an experienced member of staff and Teaching Assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSE will be delivered during the Summer term - parents/carers will be informed of the exact dates by letter prior to delivery.

## **Dealing with questions**

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions, children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group - the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

## **Staff training**

All staff delivering RSE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

## **Assessment and Review**

Teachers will use work produced and small group discussions to assess pupil understanding within RSE. Teachers will use informal assessment to revise future RSE plans. The PSHE Advisory Service's Skills ladder will be used to track progress across PSHE topics.

## **Parents**

We believe that RSE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSE through the school prospectus and letters to explain when RSE will take place in different year groups.

Whilst we always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they do not want them to take part in the RSE sessions. Legally parents have the right to withdraw their children from RSE that is not part of national curriculum Science. Parents are given this option through the letter mentioned above which includes a withdrawal option. Teachers will plan for children who are withdrawn from RSE lessons.

If they have any concerns about the RSE that is provided they will be able to speak to their child's class teacher or the Headteacher.

Parents will be invited to attend a meeting to give them more information about the programme and an opportunity to explore the resources that will be used. It is hoped that this will support them in their role in RSE along with the school.

### **Confidentiality**

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer unconditional confidentiality. Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

### **Child Protection**

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the safeguarding lead teacher as outlined in the safeguarding policy.

There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a teacher. Due to the age of the children this situation would raise immediate child protection concerns and would need to be handled sensitively. The safeguarding lead teacher would be informed and relevant procedures followed.

### **Links to other Policies**

- PSHE and Citizenship
- Science
- Safeguarding
- Equal opportunities
- Health and Safety

### **Dissemination, Monitoring and Review**

The RSE policy and curriculum will be reviewed annually. Teacher assessment will influence RSE planning as will evaluation of the programme by pupils and staff. As part

of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out and support and training offered as appropriate.

### **Special Considerations**

Sanitary disposal units are available in the toilets. Children in year 4 upwards will be informed of where they can access sanitary protection in the event of commencing menstruation during the school day.

### **Local Awards.**

Sneinton C of E Primary School have been awarded the Local Healthy Schools Award and Emotional Health and Well Being Award.