

MINSTERLEY PRIMARY SCHOOL

Relationship and Sex Education Policy

INTRODUCTION

Minsterley Primary School believes that RSE needs to be a highly personalised area of the curriculum. There will be a baseline of provision for all children which is outlined below. However, children's own varied and sometimes complex experiences of relationships, the varied way in which their bodies change and grow, and their own questions about boys, girls and sex can mean that a completely bespoke programme needs to be designed. This will always be done in full collaboration with parents and carers.

We encourage parents and carers to communicate their child's questions and thoughts in relation to RSE with us so that we can best support their developing understanding in school. This may mean that we offer materials for you to share at home, but are mindful in school that your child is developing a particular understanding at that time.

DEFINITION OF RSE

Sex and Relationship Education (SRE) has been renamed as RSE: Relationship and Sex Education (RSE) to emphasise the relationships aspect of RSE. This was one of the recommendations from the Commons Education Committee Feb 2015

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

- Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.
- Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.
- Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

PURPOSE OF THE RELATIONSHIP AND SEX EDUCATION POLICY

Producing an up to date RSE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Be clear about how we address RSE in our context
- Set out how the school meets legal requirements in respect of RSE and our duty to promote well-being (Children Act 2004)
- Set out our duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- Teach statutory RSE elements in the Science National Curriculum
- Have an up to date policy developed and made available in consultation with pupils and parents
- Meet the school's safeguarding obligations
- Consider the right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- Account for the DfE expectation that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "RSE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

LINKS TO OTHER POLICIES

This policy links to the PSHE and RE policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Single Equality Plan, Science Policy and E-Safety Policy. Our provision of RSE is part of our approach to support the health and wellbeing of children.

WHY TEACH RSE AT PRIMARY SCHOOL?

- It provides an opportunity to talk about feelings and relationships.
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty.

- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers.
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on-line content.
- It is a statutory part of the science curriculum covering the biological aspects of RSE.

AIMS FOR RSE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships.
- Make and maintain friendships.
- Understand the importance of respect, responsibility, love and care in relationships.
- Understand and respect different types of families, including families with same sex parents.
- Develop positive attitudes about growing up.
- Explore their own and other people's attitudes and values.
- Challenge and prevent discrimination based on sexual orientation and gender.
- Prevent sexist, sexual, homophobic and transphobic language and bullying.
- Challenge gender stereotypes and inequality and promote equality and respect in relationships.
- Know the correct biological names for the parts of the body, including the male and female reproductive parts.
- Know and understand about emotional, social and physical changes at puberty.
- Know and understand about reproduction.
- Know about human sexuality.
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers.
- Keep safe online and offline.
- Recognise when something is risky or unsafe.
- Know where and how to seek information and advice when they need help.

CONTENT AND ORGANISATION OF THE PROGRAMME

What language will be used when talking to children about RSE? Often children are given 'pet' names or 'baby' names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a 'new subject' with language that is also very strange to them. At Minsterley School, we wish to empower children to talk openly and comfortably about their bodies. Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology we will respond to them, but we will try and model the correct language. In Year 1 Science, children are taught to name all parts of the body that they are less familiar with to this point; including wrist, ankle, shoulder etc. As part of this teaching, they will be taught that most body parts are the same for boys and girls, but some are different; boys have a penis and girls have a vagina. From then on teachers will ask children to use the correct names if they are talking about those body parts in a Science Lesson. We aim that by the time they need to talk about puberty, these words won't feel uncomfortable for them.

Where is RSE taught?

In its wider sense, RSE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years e.g. body changes in relation to puberty in Year 5 and reproduction in Year 6. We ensure that the same messages about being safe on line are taught through RSE as in Computing.

What is taught in each year group?

We have a statutory duty to teach the RSE elements of the science national curriculum,

- The content is based on the RSE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum.
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Shropshire Local Authority suggested scheme of work.

Who teaches RSE?

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in RSE we will:

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it.
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management.
- follow up in later lessons - The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty.

How is RSE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head teacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as books, DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism. Materials for discrete units of teaching will be available for parents to view prior to the work taking place.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other. These methods will be age appropriate.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching

programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans-relationships.

- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

INVOLVING PUPILS

To ensure the RSE programme meets the needs of pupils, the Head teacher, along with the PSHE Coordinator will involve the school council in reviewing and evaluating the programme annually.

CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

ASSESSING RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE and citizenship.

MONITORING AND EVALUATING RSE

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE and Citizenship which also involves the school council.

TRAINING STAFF TO DELIVER RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We will ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based training and external training with Camden for both subject leaders and upper Key Stage 2 teachers. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

WORKING WITH PARENTS/CARERS AND CHILD WITHDRAWAL PROCEDURES

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views, which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality. We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Including a summary of the content and organisation of RSE in the school newsletter
- Giving parents the content of the RSE teaching programme via the curriculum page on the website as an appendix to this policy
- Inviting parents and carers to a general meeting or workshop to discuss RSE in the school and help them talk to their children about growing up
- Providing materials for parents to use when talking about RSE with their children
- Consulting parents on the RSE policy when it is reviewed
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they still decide to withdraw their child this must be done in writing, to the head teacher, prior to the unit of work being started in school.

We cannot accept verbal instruction to withdraw a child. If a child is withdrawn from lessons linked to RSE, work will be provided for them to do in another class. Even when a child has been

withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

DISSEMINATING THE POLICY

A copy of this policy is on the school website. Copies are supplied to visitors who are involved in providing RSE in school. When the policy is being reviewed, parents are informed through the newsletter and school's website.

KEY CONTACTS

PSHE Co-ordinator: Miss R Pugh

RSE Lead: Head teacher Miss K Wilcox

Designated Lead: Head teacher- Miss K Wilcox Safeguarding governors: Mrs Steele.

Agreed by Governors at the meeting of the School Improvement Group on 17th January 2019.

Review: January 2022, or sooner if there are statutory changes.