

Beaconsfield Primary School

'Shining a Light on Learning'



- B - Belief**
- P - Perseverance**
- S - Success**

Relationships & Sex Education (RSE) Policy

April 2015

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Relationship and Sex Education Policy (RSE)

“Relationship and Sex Education (RSE) is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health, physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. RSE takes place in many contexts: at home, at school and in the community.”

This RSE policy has been devised and agreed by the governing body (GB) of the school in consultation with the School Leadership Team (SLT). It was discussed and ratified by the Curriculum & Standards Committee on 21st April 2015.

Section 1 – The Context of Our Relationships and Sex Education Policy

In a diverse, modern British society, children learn about relationships and sex from ages earlier than previous generations, even if we don't discuss these issues with them. Some of the things children learn are incorrect which can be confusing or frightening. As educators we have a responsibility to provide our pupils with accurate, age-appropriate information within the safe environment of the school.

*We believe that the school's RSE policy must be based on shared values and beliefs, to which all are committed. Beaconsfield Primary School is a Rights Respecting School. We are committed to upholding and teaching the rights of the child. The RSE policy and curriculum allows reference to the following articles taken from the **UN Convention on the Rights of the Child**:*

Article 3: The best interests of the child must be the top priority in all actions concerning children

Article 16: You have the right to privacy

Article 19: You have the right to be protected from being hurt and mistreated in body and mind

Article 28: You have the right to a good quality education and you should be encouraged to go to school to achieve the highest you can

Article 34: You have the right to be free from sexual abuse and sexual exploitation

Article 36: You have the right to protection from any kind of abuse

a) Our Shared Beliefs about RSE

- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation, age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain accurate information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

b) Entitlements

The school, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy, curriculum and right of withdrawal
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

Section 2 –Our Relationships and Sex Education Policy

a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil’s self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life in a diverse, modern British society.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

Other school policies are relevant to our provision of RSE: PSHE, Child Protection, Science, E-Safety, Inclusion, and Equalities. This RSE Policy will be made available to staff through the shared policy folder and on the school website for parents/ carers to view or to download.

The National Curriculum 2014 states:

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.’

This policy is also consistent with previous national guidance ‘*Sex and Relationship Education Guidance*’ (DfEE 2000). Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: Southall Locality Team, Silver Level Healthy Schools programme, School Nurse Team.

Aims & Objectives

Relationships and Sex Education in Beaconsfield Primary School has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the development and nurturing of children;
- learning the values of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- Learning to make choices by empowering pupils with skills to be able to avoid inappropriate pressures or advances.
- developing an appreciation of the consequences of choices made;
- managing conflict;

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;

Our SRE programme aims to prepare pupils for an adult life in which they can:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of stable relationships, marriage and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- access additional advice and support

Teaching and Learning

Relationships and sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as a nurse, workshops or specialists. A range of teaching methods which involve children's full participation are used to teach RSE. These may include use of pictures, anatomical models, discussions, looking at case studies, drama and role-play.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS) children learn about the concept of male and female and about young animals. In on- going PSHE work, they develop skills to form friendships and think about relationships with others.

They will also be taught:

- To recognise, name and deal with their feelings in a positive way.
- To agree and follow rules for their group and classroom and understand how rules help them.
- To be able to name their body parts.

Key Stage 1

Through work in Science, across the curriculum and planned PHSE lessons, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In Religious Education, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety at home and within the community.

Children will be taught:

- To recognise choices they can make and recognise the differences between right and wrong.
- To agree and follow rules for their group and classroom and understand how rules help them.
- That family and friends should care for each other.
- To maintain personal hygiene.

Key Stage 2

In science and planned PHSE lessons, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in year 6. Children are taught about the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In Religious Education, they continue to develop an understanding of relationships within a family; between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and Sex Education should focus on the development of skills and attitudes, and not just the acquisition of knowledge.

Children will be taught:

- To talk and write about their opinions, and explain their views on issues that affect themselves and society.
- Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- To recognise the different risks in different situations and then decide how to behave responsibly, including safe road use, and judging what kind of physical contact is acceptable or unacceptable.
- To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong.
- That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- To learn about how the body changes as they approach puberty.
- To be aware of different types of relationships that occur within a diverse, modern British society including arranged marriages; those between close relatives and same-sex relationships.

Year five pupils will, in addition to the above, have a specific programme of study targeted particularly at their age group and gender group, covering issues such as personal hygiene, female genital mutilation (FGM), physical body changes, puberty and menstruation.

Year six pupils will, in addition to the above, have a specific programme of study targeted particularly at their age group and gender group, covering issues such as personal hygiene, female genital mutilation (FGM), physical body changes, different types of relationships, how a baby is made and how a baby is born.

Difficult Questions

Dealing with difficult questions it is important to set some ground rules which are essential to provide an agreed structure to answering sensitive or difficult questions, for example the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

The following are protocols for discussion based lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
- The appropriate person to answer that question is the parent
- The question can be discussed one to one after class

Equalities and Equal Opportunities

- Linked to our “**Equalities Policy**”; every pupil is entitled to receive RSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language/ special needs, disadvantaged and looked after children status to help prepare them for a life in a diverse, modern British society.
- It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, including differentiated provision if required.
- Education through a programme of RSE is part of an overall school equalities approach that seeks to promote attitudes and values that will challenge discriminatory behaviour or prejudice; and promote the shared values and traditions of a diverse, modern British society.

Special Educational Needs

Teaching and resources will be differentiated as appropriate to address the needs of children with SEND in order for them to have full access to the content of relationship and sex education.

Specific Issues

a) Confidentiality

- Staff are unable to offer **absolute** confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

b) Safeguarding and Child Protection

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

c) Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult to make a disclosure. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow the school Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

d) Female Genital Mutilation (FGM)

All staff and governors have been made aware of this illegal practice through child protection training. Staff are aware of potential symptoms and also patterns of behaviour to look out for in identifying potential cases of FGM. All school staff are trained annually on this during child protection training. The Child Protection Officer and Deputy Child Protection Officer have received additional training on this issue from the Metropolitan Police.

FGM practices are illegal in the United Kingdom and it is also illegal to support travel and procedures that take place in countries abroad. As part of the Year 5 and Year 6 RSE programme pupils will be given an appropriate level of teaching about this illegal practice including how they can safely report this practice.

e) Parental consultation

We work closely alongside parents in order that they recognise the importance of this aspect of their child’s education and fully support us. We believe that we must “respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.” (Article 5, UN Convention on the Rights of the Child)

Parents/ carers will be notified at least two (2) weeks prior to the commencement of the Year 5 and Year 6 RSE teaching programmes. A meeting time will be made available for parents/ carers to attend school and view the teaching materials to be used in lessons and if possible to discuss lessons with either school or health staff.

f) Right of Withdrawal of Pupils from Relationship and Sex Education (RSE)

However, some parents may prefer to take on the responsibility for some or all aspects of RSE education. They have the right to withdraw their children from all or part of the RSE programme except for those parts included in the

statutory National Curriculum (i.e. in Science lesson). The school would make alternative arrangements to supervise pupils in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

g) Withdrawal Arrangements

Whilst it is hoped that all parents/ carers would wish their children to benefit from the complete PSHE programme, it is acknowledged that parents/ carers have the right to withdraw pupils from this planned programme of lessons on relationships and sex education as outlined in the Education Act 1996.

Parents who wish to withdraw their child from the planned programme of sex education lessons are asked to inform the Head Teacher in writing of this request, and to make an appointment to discuss alternative supervision arrangements.

Both parents/ carers and teachers need to be aware that a right of withdrawal does not affect the statutory rights of the child to receive all aspects of education outlined in the National Curriculum for Science.

A right of withdrawal does not prevent teachers from answering a pupil's questions openly and honestly, either in other units of the PSHE programme or in other subject areas – nor will it affect the course of spontaneous discussion which can arise at any time.

h) Monitoring and evaluation

Monitoring the implementation of the school's RSE policy is the responsibility of the Curriculum & Standards Committee. Policies and procedures are regularly reviewed to ensure that they continue to provide best practice for the staff and pupils of Beaconsfield Primary School.