



Calow Church of England (V.C.) Primary School

Policy for Relationship and Sex Education Policy

Our policy formation and consultation process

The framework for the policy has been developed in consultation with the School community. We have followed the Department for Education and Skills guidance on R.S.E. and within the framework of the National Healthy School Standard, P.S.H.E. and Citizenship framework and latest Ofsted guidance on R.S.E.

The Philosophy of the School

The School's philosophy aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. As part of our P.S.H.E. programme, the policy for Relationship and Sex Education is written in accordance with this philosophy.

We aim to:

- **Raise children's self-esteem and confidence, especially in relationships with others.**
- **Develop children's skills in language, decision making and assertiveness.**
- **Help children gain access to information and support.**
- **Enable children to participate in society and value self and others.**

Aspects of R.S.E. are taught as an internal part of P.S.H.E. provision from Foundation Stage up to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Statement of aims of R.S.E.

The term Relationship and Sex Education (RSE) is used in this policy to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfES guidance RSE is:

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

DfES 'Sex and Relationship Guidance', 2000.

The DfES 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives' and that 'schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children'. The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of marriage, civil partnership, family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning to respect & value difference & diversity

- Rights and responsibilities, for self and others
- Commitment to their own safety and that of others
- Gender equality
- That violence and coercion in relationships are unacceptable

Personal and Social Skills

- Learning to identify their own emotions and those of others
- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning how to identify risk
- Learning to make and carry out informed decisions
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Coping with and resisting unwelcome peer pressure
- Learning how to recognise and avoid exploitation and abuse
- Communicating openly and respectfully about relationships and sex
- Asking for help and accessing advice and services

Knowledge and Understanding

- Learning and understanding emotional and physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about a safe & healthy lifestyle based on accurate information
- Learning about seeking appropriate help & advice
- Understanding the positive benefits of loving, rewarding and responsible relationships
- Learning how to resist unwelcome pressures to be sexually active and protective behaviours
- Learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)
- Learning about pregnancy and the choices available
- Understanding legal aspects of sexual behaviour
- Learning about the links between sexual health and alcohol
- Learning about the impact of coercion and violence and understanding that consent is critical

This will support the following school policies:

- **Equal Opportunities Policy**
- **Spiritual, Moral and Cultural Policy**
- **School Behaviour Policy**
- **Statement of School Philosophy**
- **Health and Safety Policy**

Statement of Values for R.S.E.

R.S.E. will be taught in the context of relationships. In addition, R.S.E. will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at school, work and in the community.

The Teaching of R.S.E.

The school Relationship and Sex Education Policy is likely to be delivered in a variety of different ways. Much of the work will be taught in a cross curriculum way as part of the Science and P.S.H.E. programme, in line with our legal requirement National Curriculum Science Key Stage 1 and 2. These areas are compulsory. P.S.H.E. and Citizenship Framework (non-statutory).

Continuity and Progression

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning intentions covering knowledge, skills and understanding developed in response to needs assessment of pupils' existing knowledge, experience and understanding.

Safe Learning Environment

RSE is conducted in a safe learning environment through the use of group agreements (ground rules) and distancing techniques so that pupils are not put 'on the spot' or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- In most cases the correct names for body parts will be used
- The meanings of words will be explained in a sensible and factual way

Answering and Asking Questions

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Education subject leader for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. Therefore the teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons
- If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual child protection procedures followed

Who will teach it?

Teaching staff will teach the factual content with the assistance of the School Nurse. There will be opportunity for single sex and small group work as and when appropriate.

Teachers will answer children's direct questions in an open and factual way.

Teachers will not enter into discussions about personal issues and lifestyles.

Teachers will use their professional judgement to answer questions or refer them back to parents.

How will it be taught?

There is a whole school spiral approach from Foundation through to Year 6. RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher.

When spontaneous discussion arises, it will be treated in such a way, which encourages pupils to have due regard for moral situations and the value of family life. Children will be treated sensitively, as they are in all areas of P.S.H.E. curriculum, according to their age and ability. If teachers feel it is a matter of child protection, they will follow the school procedures to deal with this.

Partnership with Parents

Any work we do in school will be done in partnership with parents. Parents have the opportunity to read the policy if they wish. The working party responsible for the review development of R.S.E. has included Governors, parents, staff, school nurse and L.E.A. support and advice.

A summary of the R.S.E. can be found in the school prospectus along with further information and guidance for parents. Notification will be sent to parents in advance of specific R.S.E. lessons which liaise with health professionals. If requested, a parent/carer can discuss concerns with a teacher/health professional. If concerns continue, discussions on parental wishes withdrawn can be arranged with the Headteacher. Parents will also have the opportunity to view resources and have any queries answered.

Resources for Relationship and Sex Education

A variety of resources will be used to support the delivery of R.S.E. These will include health professionals, storybooks, fiction, reference books and leaflets. Teachers will review resources before they are used. Parents are always welcome to come and view the resources if they wish.

Visitors in the School

We believe that the teachers who know the children well, and know and are able to understand their needs offer the best possible form of education. At times, we will use outside visitors. There will be close liaison between any visitors and the teacher in charge, and no visitors will be left alone to run a lesson without the teacher being present. A visitor such as a school nurse does at times supplement the RSE curriculum as a planned event with the teacher present. The school nurse plays a very important part in the delivery of Sex Education at school, particularly at Key Stage 2. Prior to working with the children the class teacher and the school nurse will thoroughly prepare the programme of activities. Anyone supporting teaches in this area will be aware of the content and principles within this policy and will agree to support.

S.E.N.D Pupils

The school is committed to the entitlement of all pupils with S.E.N.D to R.S.E. Staff responsible for R.S.E. will take into consideration the needs of each individual to ensure differentiation happens according to maturity. Resources may need to be adapted to ensure S.E.N.D. children understand what is being explained to them.

Equal Opportunities Statement

In support of the Equal Opportunity Policy all Calow Primary School, pupils, regardless of age, ability, sex or race, will have the same opportunities to benefit from the sex education resources and teaching methods.

Confidentiality

At Calow Primary School, we have a clear and well-understood policy of confidentiality, within our child protection procedures. Any disclosures to staff or health professionals will be dealt with in accordance with these procedures. (See Child Protection Policy)

Review and Evaluation

The view of the teachers, governors, parents and children will be taken into account when evaluating the R.S.E. programme. The Subject Leader will monitor teaching and learning R.S.E as part of the schools development plan and in line with the monitoring policy.

Policy review date: July 2016