

Relationships and Sex Education (RSE) Policy

Basildon CE Primary School

June 2020 A.Hutchinson

This policy will be reviewed June 2022

Introduction

The Relationships Education, RSE, and Health Education Regulations (England) 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex education is not compulsory in primary schools however many schools include this within their curriculum. A definition of Relationships Education and what is covered in the curriculum can be found in Appendix A (DfE guidance, 2019). This policy is written in conjunction with 'Valuing all God's Children'

Relationships and sex education (RSE) is "learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline". (Brook, SEF, PSHE Association, 2014:3)

This policy is a working document that provides guidance and information on all aspects of RSE at Basildon CE Primary for staff, parents/carers and governors.

Aims and Objectives

At Basildon CE Primary, we believe that effective RSE can make a significant contribution to the knowledge, skills and understanding needed by pupils if they are to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual. Relationship and sex education is delivered through our PSHE and science curriculum, and may be addressed in other lessons mentioned below. The school will ensure that pupils are given information appropriate to their age and stage of development.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain respectful, safe and caring relationships. **RSE is not about the promotion of sexual activity.**

Through our RSE curriculum, we provide pupils with opportunities to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- reinforce and develop their understanding of how to stay safe online;
- respect and care for their bodies;
- have an understanding of sexual development;
- understand and use the correct vocabulary to describe their bodies;

- foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Organisation and delivery of RSE

At Basildon CE Primary, our RSE programme is an integral part of our whole school PSHE education provision (based on models provided by the PSHE Association). Our PSHE curriculum for all year groups is outlined in Appendix B. RSE content is weaved throughout the topics and our curriculum covers all statutory content. In addition, RSE is delivered through a number of other curriculum areas such as Science and Religious Education. Relationships education focuses on teaching the fundamental building blocks of the characteristics of positive relationships including: Families and people who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe.

Although not compulsory, RSE at Basildon Primary will include elements of sex education. Primary schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body. Pupils will receive stand-alone sex education sessions in Year 5 and Year 6 (see Appendix C). *By the end of Key Stage 2, we ensure that children know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.*

RSE is normally delivered by class teachers and high quality resources will support our RSE provision. These resources will be regularly reviewed. We will ensure RSE is matched to the needs of our pupils by continuously monitoring and assessing the pupils existing knowledge and understanding, which will inform future planning. Pupils will be encouraged to reflect on their own learning and progress in sessions. Assessment will take the approach of pre and post teaching summative assessment.

Role of parents

At Basildon, we believe in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children’s physical, moral, mental wellbeing and emotional development at home. We aim to:

- Inform parents about the school’s RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

Withdrawal from non-statutory lessons

Parents do not have the right to withdraw their child from any teaching of statutory content. However, parents do have the right to withdraw their children from those aspects of sex education, not included in the Science Curriculum or statutory RSE content. If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

Role of Headteacher

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher will liaise with external agencies regarding the school RSE programme and will ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Role of the school and other community members

Staff Professional Development

All staff benefit from training in order to enhance their PSHE and RSE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding RSE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Monitoring

The delivery of RSE is monitored by the PSHE Leader through planning and book scrutinies, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

Other community members

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Basildon CE Primary has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE/RSE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Safe and effective practice

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned (see below).



Language

During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Sexual Identity and Sexual Orientation

Basildon CE Primary believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively in line with our Anti-Bullying Policy.

Pupils' Access to Help and Support

The school displays ChildLine posters, and information about any agencies that support the welfare of children is held in the main office. Girls who start their periods at school are given confidential advice and support by members of staff. Girls are aware of the provision of sanitary protection which can be obtained from the school office. There is a sanitary bin in the Y6 toilets.

Safeguarding

Due to the nature of RSE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Equal Opportunities

Our school believes that RSE Education should meet the needs of all pupils, answer appropriate questions and offer support. This should be delivered regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Special educational needs and disabilities (SEND)

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding. As far as is appropriate, pupils with special educational needs should follow the same RSE education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate. It should not be the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement. We recognise the right for all pupils to have access to RSE education learning which meets their needs.

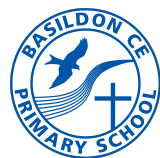
Policies

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.



Appendices

Appendix A

DfE guidance - Relationships Education, Relationships and Sex Education and Health Education, 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Appendix B

PSHE long term planning

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Appendix C

Sex Education content
<ul style="list-style-type: none">● Body changes during puberty● Menstruation● Wet dreams● How a baby is made● How a baby is born.