

Relationships and Sex Education Policy 2020



Relationships and Sex Education aims to give children and young people the children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. RSE is an integral part of our Citizenship curriculum, which in turn flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making. Effective RSE is embedded in the school curriculum and ethos.

The aims of our Citizenship and RSE education is to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

At Allington Primary School, we teach RSE as set out in this policy.

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Allington, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Policy Development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance

2. Staff and parent consultation –school staff and a core group of parents were given the opportunity to look at the policy and make recommendations.

3. Ratification – the policy was shared with and reviewed by governors, including both parent and co-opted governors, and was then approved by the full Governing Body.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

RSE is taught within the Citizenship curriculum, as well as some lessons being taught more discretely as individual lessons.

Some biological aspects of sex education are taught within the science curriculum.

At Allington, we have developed our own RSE scheme of work for Years R-6- this can be seen in our long term plan.

At Allington, we believe that pupils should be taught about the society in which they are growing up.

The Citizenship and RSE curricula are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Allington, for example, through reading resources available to the children, as well as explicit teaching about different types of family, including those with same-sex parents.

The RSE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that SRE is taught through active learning activities as often as possible.

Equal Opportunities

Our RSE programme responds to the needs of individual pupils and takes pupils' abilities, cultures, faiths and family backgrounds into consideration. Pupils with AEN are given extra support by staff and pupils with English as their second language will receive support as required.

We recognise that throughout their school life, children and young people will have varied life experiences and a range of attitudes and feelings. Lessons will be planned to allow their perceptions to be articulated, with all contributions being valued and respected. Whatever their chronological age; children will be at very different levels of maturity, and this is taken into account when deciding on the finer details of the lessons. Teachers will take into account the maturity of the majority of pupils in the group. Where there is a significant difference in the chronological age and the maturity of the pupils, it is important to ensure that the teaching point is conveyed in language that is accessible to the children/students.

Where Provision Maps identify targets relating to a child's personal development, teachers will ensure that opportunities are planned to support the pupil in achieving these. Teachers may need to use different teaching approaches, resources, activities or provide specific support depending on the needs of their pupils.

Child Protection Procedures

The Designated Safeguarding Leads (DSLs) are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm, they need to inform the Head of School or another DSL and record any evidence that

supports their concerns. As part of the RSE ground rules, teachers make it clear to pupils that if they suspect that anyone is at risk from harm, they need to tell another adult.

The aim of the policy

The aim of this policy is to provide a working document that gives clear framework within which staff will feel secure to work in.

Content/Learning objectives of the RSE programme

The RSE programme will

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self esteem, positive self-image and confidence.
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In our SRE programme we teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- having respect for and being in control of their own bodies;
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults;
- that there are different types of families, all of which have equal value;
- respect for the views of other people;
- moral questions;
- relationship issues including keeping safe online and seeking help;
- recognising the role of human rights in preventing violence against girls and women;
- their right to privacy

Cross curricular links

We recognise that all teachers, and therefore curriculum areas, may make a contribution to SRE. Some subjects make a clear, focused contribution, such as science, whilst the contribution of other subjects is important, but less obvious. For example:

- Discussion of specific relationships and moral dilemmas through literacy
- Discussion of family and marriage through RE
- Wider social issues through geography or history
- Discussion of feelings and emotions within relationships in art or music

Where appropriate, teachers will use all opportunities to reinforce key elements of the SRE curriculum when delivering lessons outside of the Citizenship/ SRE curriculum.

Teaching Methods

Ground rules will be developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, may be used in the teaching of RSE. Pupils will also be given many opportunities to reflect on what they have learnt in their lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to Citizenship and RSE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Mixed and Single Gender Groups

Most RSE sessions are delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

Informing Parents/Carers of their Right to Withdraw their Child

Before each year group embarks upon its explicit RSE programme, parents are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's RSE Policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's RSE.

Procedures for Pupils who are Withdrawn from Sessions

Provision is made for pupils whose parents wish their child to be removed from RSE lessons to work in another classroom while their class' RSE is being delivered.

Language

Correct terminology is used throughout the RSE programme. The meanings of all words are 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. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

Using Visitors to deliver RSE

External staff may sometimes be used to support the teaching of RSE. Whenever an external visitor is going to deliver a lesson or activity that is related to RSE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSE policy and all lessons are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

Approach to Potentially Controversial and Sensitive Issues

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

Dealing with Sexually Explicit Questions

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- Pupils will be told that during any RSE lesson, only questions that relate directly to the RSE lesson being covered will be answered.
- If children start to ask questions about a particular topic (perhaps due to media coverage) then the RSE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receiving biased information
- If a child shows inappropriate sexual knowledge, child protection procedures would be consulted
- If a pupil asks a question relating to RSE issues at any other time, if the question is related to the RSE covered in the child's year group, the child will be told that they will learn the answer in RSE. If not, it will be suggested that the child asks his or her parents/carers.

Assessment recording and reporting

Much of the learning in RSE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development. For many issues, assessment is inappropriate, for example, discussion of family

relationships, but where assessment may be of value, it is best to consider pupils' self-assessment or peer-assessment. Examples might be that pupils might assess their own decision-making skills in relation to a moral dilemma in a specific imaginary situation, or that there could be peer assessment of assertiveness skills in a role-play activity.

Policy issued: July 2020

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