

## St Mary Federation

# Relationship and Sex Education Policy

### Introduction

R.S.E. is lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and care. It is also about the teaching of sex, human sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has 4 main elements: -

Attitudes and values

Personal and social skills and emotional literacy

Knowledge and understanding

Monitoring and Evaluation

This policy is a working document which provides guidance and information on all aspects of RSE and provides a clear framework for staff to work within.

It is available to all staff, Parents, Governors and visitors.

### Aims of R.S.E. (Relationship and Sex Education)

- To help and support young people through their physical, emotional and moral development.
- To help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood.
- Be accurate and factual covering a comprehensive range of information about sex, relationships and sexual health.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, faith, belief and life-experience
- Be respectful of the realities in which children and young people live so that no-one is disadvantaged because of their family or community background
- Include the development of skills that enable personal responsibility, support healthy relationships and ensure good communication about Relationship and Sex
- Promote a critical awareness of different social and peer norms and values
- Nurture the development of clear values based on mutual respect and care
- Ensure that children and young people are clearly informed about where they can get confidential advice and support

### Why Should RSE be taught?

In a world where children receive information about Relationship and Sex from a variety of sources many of which may be inaccurate and unhelpful, St Mary Federation recognises the need to provide accurate information as part of a supportive programme.

It helps the children to understand about changes to their body at puberty and should happen at a time when many children might be expected to begin to experience puberty and show an increased awareness of matters relating to the body and sex.

## **Legal requirements**

The Governing bodies of schools are required by law to keep an up to date RSE policy that describes content and organisation of any RSE provided outside the science curriculum.

Parents have the right to withdraw their children from RSE lessons. Before we embark upon the RSE programme, Parents will be informed of the dates of the sessions, what will be covered and their right to withdraw their child. Parents do not have to give their reasons for withdrawing children, but should be encouraged to discuss their worries with the Executive Headteacher or other senior teacher who may be able to allay these worries and point out the adverse implications of removing children. Children who are withdrawn from R.S.E.. will spend their time in a separate class.

Parents should be informed of their right to request a copy of this policy.

## **To ensure RSE meets the needs of children and young people it must:**

- Start early in childhood and continue throughout life
- Be provided within a learning environment which is safe for the children, young people and adults involved and should help young people understand that prejudice, discrimination and bullying are harmful and unacceptable
- Actively involve children and young people as participants, evaluators and advocates in developing good quality provision
- Be provided in partnership by schools, parents, carers and communities

## **Moral and Values Framework**

R.S.E. is enhanced by our supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment, which is conducive to learning. It is embedded within our PSHE curriculum that promotes:

- Self respect and respect for others
- Empathy, mutual support and co-operation
- Honesty
- Responsibility for personal actions
- An awareness of the uniqueness of individuals
- Respect and acceptance towards others who may have different backgrounds, cultures and sexuality

## **Equal Opportunities**

We believe that all children have the right to have sensible questions answered honestly. We also believe that all children should have received factual, basic sex education as outlined in this policy, before they leave school. This is regardless of gender, religion or culture.

We also realise that any inappropriate sexual behaviour must be dealt with swiftly, with referral to the Executive Headteacher if necessary and that the boys and girls may need to speak to a teacher in confidence regarding for example – a girl beginning her periods.

## **Content**

The content is revised each year by the Senior Management team in the light of the children involved. Local and national guidelines are taken into consideration and parents are also consulted.

It may include the following

- Physical and emotional changes of puberty
- Sex and reproduction
- Growing up

- Naming sexual organs
- Personal hygiene
- Challenging stereotypes
- Developing a positive self image
- Relationships including how relationships change as we develop
- Aspirations
- How to find help/support
- Rights and responsibilities
- Communication skills
- Ability to recognize, understand and appropriately express our emotions

### **Approaches to Teaching and Learning**

Our school can help young people to develop confidence in talking, listening and thinking about Relationship and Sex. A number of teaching strategies help this, including: -

- Establishing ground rules with pupils
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

To facilitate pupils learning in R.S.E.

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- provision of a worry box so that children can address concerns anonymously should they wish to

### **Resources**

These are evaluated, chosen and monitored by the Senior Management Team. They should be

- Inclusive
- Positive
- Healthy
- Not stereotyped
- Accurate
- Up to date

### **Organisation**

R.S.E.. is firmly rooted within the non-statutory framework for P.S.H.E. It is not delivered in isolation. In Year 5 and 6 RSE is taught as a topic by the class teacher. If the class teacher feels uncomfortable delivering RSE, we will support them through training, observation of others' lessons etc. If they still prefer not to teach it, lessons will be delivered by the Executive Headteacher as we realise that teacher discomfort with the topic will impact on the quality of delivery.

Children are taught in mixed sex groups but, if required, opportunities will be made for pupils to discuss matters further in single sex groups or individually.

In the lower classes, R.S.E. is generally of an informal nature with relevant questions being answered in an honest way. Opportunities will be taken on such occasions as the birth of a new baby to discuss issues relating to family etc

### **Monitoring/Evaluation**

There will be on-going evaluation and monitoring of the programme for R.S.E.. This will be carried out by the Executive Headteacher. Staff, parents and children will be consulted on issues as appropriate.

### **Confidentiality/Safeguarding Statement**

RSE might bring about disclosures of safeguarding children issues and all staff should be conversant with the procedures for reporting concerns. As a general rule, confidentiality is maintained by all adults involved but if an adult believes a child may be at risk, they have a duty to report to the relevant safeguarding staff in school.

### **Dealing with Sexually Explicit Questions**

Responses will obviously vary according to year groups.

We aim to answer all questions honestly but in a manner appropriate to the age and maturity of the child.

Some questions are appropriate to deal with as a class group but other questions may need to be dealt with on an individual basis.

Staff should use their professional judgement as to how and when to answer questions.

### **Language**

Staff will use correct biological terms for all body parts and avoid the use of slang.

If slang words are used by the children, they should be taught the meaning and the correct word.

They should understand that some slang words are offensive.

### **Training**

Staff training will be given in accordance with the School SIDP. Teachers and governors update their training as advised by LEA.

### **Working with Parents**

Our school seeks to work in partnership with parents to provide effective R.S.E. Parents need to know that the schools' R.S.E. programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy. We are always willing to discuss any issues worrying individual parents and appointments can be arranged.

Parents are welcome to view any teaching materials

### **Dissemination and Review**

This policy, once approved by the Governing Body, will be reviewed annually by the Executive Headteacher, teacher and governor co-ordinator.

This policy should be read in conjunction with the P.S.H.E. Science and Safeguarding policies

**Reviewed 12<sup>th</sup> March 2018**

**Next Review Date: Autumn 2019**