

A small school where BIG things happen

BRIGHSTONE C.E. PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION POLICY

Date Agreed: 3rd July 2018

Review Date: July 2020

Signed: Didi Nicholson
Chair of the Board of Governors

Revision Record

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3	January 2015	KH	GB	
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5	May 2018	BR/LMI	S&P	Updated with minor amendments

We believe that every child is unique and should be given the opportunity to fulfil their potential in a supportive and caring Christian environment.

All the governors and staff at Brighstone CE Aided Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place in order to support the families, children and staff of the school.

INTRODUCTION

This policy is an agreed School Statement of the values, principles and aims of the Relationships and Sex Education programme, an essential element of the planned broad, balanced school curriculum, ensuring that every child has the opportunity to develop:

- ◆ Socially, emotionally, intellectually, spiritually, morally, culturally and physically
- ◆ Positive attitudes, self-image, relationships and essential life skills
- ◆ The ability to make informed choices, gaining experiences and developing responsibilities for their future

RATIONALE

At Brighstone C.E. Aided Primary School we believe that everyone's physical, moral cultural, spiritual and intellectual developments are all influenced by the individuals own feelings towards themselves and their relationships with others. Sexuality is an integral part of everyone's personality of what they are physically, what they feel emotionally and how others perceive them in terms of gender and expectations. Our Relationships and Sex Education programme is planned to provide opportunities for the children to develop an understanding of their own and others sexuality and to develop skills that promote and maintain positive relationships.

PRINCIPLES

Our Relationships and Sex Education (RSE.) programme is planned as part of the School's Personal, Social, and Health Education (PHSE.) to reflect the ages and needs of the pupils and to ensure that every pupil will receive equal, appropriate access. We use 'Christopher Winter' project resources to support the RSE. programme (<https://cwpresources.co.uk/>).

We believe that a 'shared' understanding of approach amongst Governors, Staff, Parents and Pupils is essential and the programme is founded on the following guiding principles:

- ◆ The purpose of relationships and sex education is to assist children to make safe choices, promote their self-esteem and the development of healthy relationships with others.
- ◆ The programme will support the role of parents, we encourage home /school partnership to share the responsibility for this aspect of pupils' education.

- ◆ Education about relationships and sex is a lifelong process. Pupils will benefit from appropriate education at the beginning of schooling in order to build foundations for sexual health from an early age.
- ◆ The content will be presented in a sensitive, objective and balanced manner, acknowledging that pupils come from backgrounds that reflect differing values, cultures religious beliefs and experiences.
- ◆ All pupils will be offered relationship and sex education in order to learn about their development in relation to others. However, parents have a right to withdraw their child from these lessons.

AIMS

The RSE. programme aims to:

- ◆ Provide a structure and climate within the school in which each pupil can move towards a positive self-image whilst developing a sense of responsibility for themselves and others
- ◆ Help pupils develop:
 - Sufficient and appropriate knowledge and understanding
 - Positive attitudes and values
 - Personal skills
 - Their physical, social, sexual and moral potential
- ◆ Provide an appropriate and accurate language with which to talk about themselves as they grow and change
- ◆ Combat ignorance, anxiety and misinformation and to educate against discrimination and prejudice
- ◆ Encourage pupils to develop positive attitudes towards all body functions, personal hygiene and related health issues
- ◆ Reassure pupils of their value and self-worth as well as encouraging pupils to respect and value others
- ◆ Generate an atmosphere where pupils can learn about and discuss sexual matters without embarrassment
- ◆ Help pupils understand that they have rights and should have control over who touches their body and develop the ability to make informed choices, decisions, regardless of conflict and pressure

This will support the following School policies:

- ◆ Single Equalities Policy
- ◆ Child Protection/Safeguarding Policy

CONTENT

The Relationships and Sex Education programme will provide information which is easy to understand, relevant and appropriate to the age and maturity of the children. The programme will promote the exploration and clarification of values and attitudes. RSE. will be taught to each year group, annually during the late summer term and topics will be developed from year to year in greater depth. The following guidelines underpin programme delivery.

GUIDELINES

- ◆ Relationships and Sex Education is part of a whole school approach, which should be planned and progressive within the health education of each child throughout their primary years.

- ◆ Acknowledgement should be made of the children's different starting points.
- ◆ The work should be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies where applicable (e.g. School Nurse team).
- ◆ The views of parents and governors will always be considered.
- ◆ Ground rules for RSE will be developed with the whole class each year and referred to regularly to set a supportive environment for the sessions. This will need to include agreement as a class not to ask personal questions.
- ◆ Staff will use distancing techniques such as enabling the children to ask anonymous questions, and to work with case studies and problem pages to help pupils avoid personalising issues.
- ◆ Adults leading sessions should admit if they do not know the answer and find out the answer later.
- ◆ If a child's question seems inappropriate, opportunity will be made for discussion with the child later, rather than with the whole class.

Working with Parents

The Education Act 1993, states that children may be withdrawn by their parents, from parts of the Relationships and Sex Education programme that are outside compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Head Teacher to discuss the aspects of the programme causing concern. Brighstone C.E. Aided Primary School wishes to promote a partnership approach between home and School so that every child has the most optimum opportunity for personal growth, development and success. We wish to foster a supportive environment that helps children cope with the physical and emotional changes of growing up, forming healthy relationships and to offer a positive sex education experience.

Parental support and involvement is encouraged by:

- ◆ Informing parents of the Relationships and Sex Education Policy and providing programme details on the school website.
- ◆ Disseminating information about the School's Relationships and Sex Education content and related Curriculum Units (Brochure, Long Term Curriculum Plans, Class Topic Information Sheet etc).
- ◆ Inviting parents into school for sessions with professional agencies that relate to Relationships and Sex Education Programme
- ◆ Staff and Governors being sensitive to the needs of all parents and pupils especially those from religious/cultural groups, who may not feel comfortable with aspects of the Relationships and Sex education curriculum
- ◆ Educational resources, including any DVD's to be shown to children, will be available to parents who wish to see them. A letter will be sent to parents each year informing them of the content of the sessions for their child.

COMPLAINTS PROCEDURE

If you have any cause for concern about the Relationships and Sex Education Policy, please come into School to resolve the problem as soon as possible with the Class Teacher initially and if necessary the Head Teacher. In the unlikely event that the concern cannot be dealt with, the complaints policy should be followed.

MONITORING AND REVIEW

The Head Teacher and School Staff will work alongside the Governors in all decision-making regarding the Relationships and Sex Education referring to DfE guidelines. Topics will be reviewed through short-term plans and termly through long term plans.

This policy will be reviewed annually by the Governors Standards & Progress Committee.

RELATIONSHIP AND SEX EDUCATION CONTENT

We believe that all children should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. The guidelines are designed to support teachers, assistants and parents to achieve this aim. The work will be integrated into the curriculum and mainly undertaken by the class teachers in conjunction with appropriate external agencies for example School Nursing.

We will work with children, enabling them to achieve healthy lifestyles and consider sensitive issues.

The following guidance will be used when teachers plan units of work and the topics may be covered during Science, R.E, PSHE or during Circle Time.

Reception

- People in my life. What they do for me and I do for them.
- My moods- feeling happy, sad etc.
- Friendships
- My body and other people's bodies – similarities and differences
- The beginning of life – me, animals and plants
- Growth in people, animals and plants.

Year 1 – Growing and Caring for Ourselves

- Keeping clean
- Growing and changing
- Families and care

Year 2 - Identifying the differences and similarities between people

- Boys and girls
- Males and Females
- Examining ideas about what boys and girls can do
- Naming the body parts
- How do families and friends care for each other
- That animals including humans feed, grow and reproduce.
- That making a new life needs a male and female.

Years 3 – Valuing Difference and Keeping Safe

- Differences: Male and Female
- Challenging gender stereotypes
- Personal Space
- All families are different and may have different members.
- (Additional lessons may include self-esteem and decision making)

Years 4 – Growing Up

- Growing and changing - the main stages of the human life cycle.
- Body changes and reproduction
- What is puberty and why does the body change during puberty?
- (Additional lessons may include changing relationships and assertiveness)

Years 5 – Puberty physical and emotional changes

- Talking about puberty, asking questions with confidence.
- Male and female changes
- Puberty and hygiene
- Menstruation and wet dreams.
- (Additional lessons may include protective behaviours, feelings about my body and persuasion)

Years 6 – Puberty and Reproduction

- Puberty and reproduction
- Relationships and reproduction
- Different types of adult relationships, including marriage and those between friends and families.
- Conception and pregnancy
- Safe behaviours
- (Additional lessons may include how babies are born and resisting pressure)

APPENDIX 2 – CHECKLIST FOR VISITORS IN SCHOOL

Visiting Health Professionals and other visitors may be involved in the implementation of the Relationships and Sex Education Policy after detailed consultation concerning lesson content and method of teaching. The Class Teacher will remain in the lesson throughout.

Before a visit, School staff and the visitor should discuss:

- The School's policy for relationships and sex education
- The maturity, needs and abilities of pupils involved in the visit
- The aims of the session – expected results
- Previous content delivered within Relationships and Sex Education and follow up work
- The number in the group
- Issues of confidentiality
- Work to be covered and the explicitness of the materials
- The length of the session
- Whether pupils need to prepare questions
- Layout and size of room
- Equipment that is needed
- The role of the member of staff present
- Follow-up work and evaluation
- Location of meeting on arrival

To make the most of a visitor, Schools should:

- Prepare the class for the visit
- Ensure that the class is ready on time and that the room is laid out as agreed
- Ensure that the visitor is greeted on arrival, preferably by a pupil
- Prepare any equipment and make sure that it is working
- Ensure that there are no interruptions during these sessions
- Prepare pupils to welcome and thank the visitor
- Always do follow up work
- Remember that a one-off session is only a small part of the School's Relationships and Sex Education programme.

APPENDIX 3 – SPECIFIC ISSUES: GUIDANCE

a. GIVING ADVICE

A teacher's role on giving advice should be confined to the educational context. (A teacher is not qualified to give medical advice on matters such as sexuality or contraception). When medical professionals or counselling agencies are working within the curriculum setting as "visitors" they should adhere to the School's policy. Schools should ensure that other professionals, with expertise used by them for education, adopt a consistent approach to that of teaching staff and are aware of the statutory requirements and the School policy on Relationships and Sex Education.

b. CONFIDENTIALITY

It is very important that this policy is understood clearly by the Head Teacher, staff, pupils and parents to maintain clear communication regarding appropriate boundaries of disclosure and confidences.

Staff should never promise complete confidentiality and should explain that some information they receive, e.g. disclosures of abuse or bullying will have to be shared in order to support the pupils concerned.

It is essential good practice for teachers to discuss confidentiality with pupils whilst discussing classroom ground rules.

c. SAFEGUARDING

The School has named Designated Safeguarding Lead (DSL) who is responsible for co-ordinating information and actioning safeguarding procedures in order to support vulnerable young people within the School community. In their absence, the Deputy DSL will deal with any concerns. There is also a governor responsible for Safeguarding.

Any concern or information regarding a pupil must be passed on to the DSL. No adult can promise complete confidentiality in cases of suspected child abuse.

Preventative education to safeguard children is an important part of relationships and sex education It should include the following:

- ◆ People who care for me
- ◆ Assertiveness
- ◆ Self-esteem
- ◆ Appropriate behaviour
- ◆ Risky situations, places, people
- ◆ Good and bad secrets, feelings and touch
- ◆ What to do when unsure
- ◆ Knowing where to ask for help
- ◆ The importance of speaking out
- ◆ Keeping safe

d. USE OF LANGUAGE

School staff can have difficulties in finding the right vocabulary to use in Relationships and sex education. Technical, medical words make the subject clinical and cold, yet slang words are often socially unacceptable and crude. Pupils also have family or personal names for

individual parts of the body and bodily functions that can create misunderstanding in communication.

Whatever the age of pupils the staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned.

The requirement of the National Curriculum states that pupils should be able to name the external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

e. SUPPORTING PUPILS

School has an important role to play in the relationships and sex education of all pupils of all abilities especially to seek those who may be vulnerable to exploitation and abuse.

- ◆ Ensuring that content is understood
- ◆ Finding appropriate materials and resources
- ◆ Helping pupils understand appropriate behaviour
- ◆ Helping parents and carers to support their children's sexual health and well being
- ◆ The use of language
- ◆ Teaching personal safety
- ◆ Identification of individual issues

f. LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT) ISSUES –

Individual questions from children will be answered as thought appropriate to the age of the child. Teachers have a responsibility to educate all children about the diversity within society and should not promote one lifestyle above another.