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Relationships and Sex Education (RSE) Policy

Last review date: Autumn 2020	**-**
Reviewed by:	**Full Governing Body**
Next review date: Autumn 2021	**-**

JS Autumn 2020

Introduction

It is important to us all at Broadwood Primary School that children from all backgrounds are equipped to thrive in modern Britain and make a positive contribution to society.

Relationships and Sex Education (RSE) will provide building blocks of appropriate skills and knowledge to enable all children to develop positive, respectful, loving and non-exploitive relationships. We will focus on exploring the emotional, social and physical aspects of growing up and teach children how to look after their physical health, sexual health and mental wellbeing; online safety will be considered throughout. Research demonstrates that good, comprehensive Relationship and Sex Education does not make young people more likely to become sexually active at a younger age.

It is our intention that all children have the opportunity to experience Relationships and Sex Education at a level which is appropriate for their age and physical development, with differentiated provision if required. RSE will be taught within the context of family life, taking care that there is no stigmatisation of children based on their home circumstances. It is important children know families can be made up of different structures, for example, single parents, LGBT parents, foster carers etc.

Every child is entitled to receive Relationships and Sex Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language specials needs, disadvantaged and looked after children. Relationships and Sex Education is embedded within the ethos of our school as well as underpinning our curriculum.

The **AIMS** of our programme are that school will prepare children to:

- develop positive, caring relationships which may be of different types, and recognise what healthy relationships looks like
- understand that positive friendships can make us feel happy and secure, and know how to prepare broken relationships
- recognise if relationships at home or at school are making them feel unhappy or unsafe, and know how to seek help or advice from others if needed
- realise the importance of respect and dignity for themselves and others and understand how this links to their own happiness, self-esteem etc
- gain accurate knowledge and information through a well-designed curriculum
- develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- respect and care for their bodies and be able to use the correct vocabulary to describe themselves and their bodies
- understand their sexual feelings and behaviour so they can lead fulfilling and enjoyable lives
- be prepared for puberty and adulthood and give children an understanding of the importance of health and hygiene

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Legislation (statutory regulations and guidance)

We are required to teach Relationships and Sex Education from September 2020 as per the DfE's revised 'Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education' (February 2019) and this informs our curriculum.
The RSE policy supports / complements the following policies:

- PSHE
- Equal Opportunities
- Child Protection / Safeguarding
- Confidentiality
- Behaviour
- Computing (E-SAFETY)

We are also mindful of:

- The Education Act (1996)
- Equality Act (2010)
- Keeping Children Safe in Education – statutory safeguarding guidance (Sept 2019)

Roles and Responsibilities

The **Governing Body** will delegate the approval of this policy to the curriculum committee and will hold the Headteacher to account for the implementation of this policy.
The **Headteacher** will ensure that Relationships and Sex Education is taught consistently across school and hold meetings with parents if required.
The **Curriculum leader** will:

- Develop a relevant and progressive curriculum
- Liaise effectively with other relevant subject leads eg Science to ensure accurate content is taught at the right time
- Work with external organisations to ensure enhancement of the curriculum
- Ensure the subject is appropriately resources
- Effectively monitor the subject
- Provide Guidance, support and CPD for staff
- To use relevant and current research to inform future policy
- Keep up to date with research and developments around the subject
- Report to the Governing body on the development of this policy

Class teachers have a responsibility to teach the programme of study in a sensitive manner within a positive and nurturing environment, where all children feel safe and valued.

Teaching and Learning of RSE will be supported by HIARC staff, SENDCO and when appropriate, visitors such as the school nurse from the School Health Team (Newcastle Hospitals Trust) may be involved in the delivery of RSE, particularly in Key Stage 2. We will work with outside agencies, requesting that lesson material is seen by the teacher beforehand to ensure that material fits with our curriculum. Such visits should enhance, rather than replace, what is delivered by the school.

Teaching staff will receive RSE training on any developments to the curriculum as they occur.

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Curriculum Design

Relationship and Sex Education is delivered through Science, Religious Education, P.S.H.E, Citizenship and Literacy as well as discrete lessons. Relationship and Sex Education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse.
A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion, looking at case studies, drama and role play.
Such a programme can successfully follow the outline given below;

Foundation
In ongoing PSHE work, the children develop skills to form friendships and think about relationships with others.

Key Stage 1
During science lessons, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
They also learn about personal safety.

Key Stage 2
During Science lessons, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.
Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.
Relationships and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Resources used to teach the discrete RSE lessons primarily come from 'The Christopher Winter Project' (endorsed by the PSHE Association who work alongside the DfE) where we will use videos, fiction books and age appropriate resources such as problem pages, gender stereo typing activities and discussion led activities. There are three lessons per year group (they may take more than one session each to complete) and the lesson plans and resources are stored on the school network. When they are taught in the school year is at the discretion of the class teacher. The themes for each year group are:

Reception: Our day, Keeping ourselves clean, Families
Year 1: Keeping Clean, Growing and Changing, Our family care
Year 2: Differences boys and girls, Differences males and females, Naming body parts
Year 3: Differences male and female, Personal space, Family differences
Year 4: Growing and changing, what is puberty? Puberty Changes and reproduction
Year 5: Talking about Puberty, Male and female changes, Puberty and hygiene

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Year 6: Puberty and reproduction, Understanding relationships and Communication in relationships

Relationship and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Safe and Effective Practice

We will ensure a safe learning environment where teachers and children have an agreed set of ground rules which foster mutual respect and a structure to answering sensitive or difficult questions. These ground rules will be agreed for all PSHE and RSE lessons by each class at the beginning of the year. Each class will have an anonymous question box which can provide a distancing technique enabling children to ask difficult / sensitive questions. The teacher should also employ distancing techniques by using phrases such as: 'Tim, a Year 4 pupil like you …' or 'How would you advise Leah, a Year 6 pupil much like you, …' rather than pinpointing a particular child.

Teachers at Broadwood will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If teachers have a concern, then they know to consult with the Designated Safeguarding Lead (DSL) and in her absence, her deputy. Visitors to the school who are delivering lessons, will do so in the presence of a member of staff so any safeguarding concerns the visitor has can be passed to the class teacher and onto the DSL.
A member of staff cannot promise confidentiality if concerns exist.

Engaging Stakeholders

Parents will be consulted on this policy and will be given the opportunity to provide feedback.
The curriculum committee on the governing body will approve the policy.
Broadwood includes information on RSE in the school prospectus and full details are available on request.
Broadwood informs parents when aspects of the RSE programme are taught and provides opportunities for parents to view the resources and any videos being used.

Parents have the right to withdraw their children from those aspects of RSE, not included in the National Curriculum Science Orders, and alternative work is set. The parts of the National Curriculum Science Orders that parents ***do not*** have the right to withdraw their child/children are:

Early Years

PD – Health and Self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

PSED – Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

PSED – Making relationships

Children. . . show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

National Curriculum Science:

Key Stage 1

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense

Year 2

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

Year 3

- Nothing that links directly to RSE in our studies of 'Animals including humans'

Year 4

- Nothing that links directly to RSE in our studies of 'Animals including humans'

Year 5

- Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird
- Describe the process of reproduction in some plants and animals

Year 6

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Children are rarely withdrawn from RSE lessons because by working in partnership with parents they recognise the importance of this aspect of their child's education.

Monitoring and Evaluation

Monitoring is the responsibility the Head Teacher, SLT and the subject leader.
The school will assess the effectiveness of the aims, content and methods in promoting students' learning through various monitoring exercises e.g pupil voice.
The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.
This policy has been made available to parents, staff and governors and feedback opportunities provided.
Any change will be reflected in the school prospectus.
RSE issues will be included in the induction programme for all new members of staff.

RSE Policy Review Date

The policy will be reviewed in Autumn Term 2022. It will be reviewed by the RSE lead, and staff, parents and governors as appropriate. This will ensure that it remains in line with current Department for Education advice and guidance.

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