

John Perry Primary School



Relationships and Sex Education Policy

Date: February 2019
Review Date: February 2020

Relationship and Sex Education Policy

This policy was written in consultation with staff, pupils, parents and governors.

This policy must be read in conjunction with the school's [Single Equalities Policy](#).

1. School Background Information

- 1.1 Type of School Primary
- 1.2 Member of Healthy Schools Scheme since 2015
- 1.3 Average No. on roll 620
- 1.4 No. of classes in year 3

2. Key contacts

- 2.1 RSE Lead: Pam Bennett
- 2.2 Lead Governor: Patricia Harvey

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. Purpose of RSE Policy

- 4.1 This policy has been written as a statutory requirement and to:
- 4.2 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 4.3 Give information to parents and carers about what is taught and when
- 4.4 Give parents and carers information about their involvement with RSE
- 4.5 Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important

4.6 Clarify the content and manner in which RSE is delivered

How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with staff and the school council.

5. Definition of RSE

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

The DfES Guidance 2000 offered this definition: *"SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."*

The National Sex Education Forum highlighted that RSE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

6. Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

7. Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion and culture

9. Content and Organisation of the Programme

9.1 Timetable allocation 30 minutes weekly

9.2 Groupings Mixed classes

9.3 Staff Involved: The lesson will be delivered by the class Teacher. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

9.4 Where taught: Dedicated PSHE lessons/ Subject specific e.g. Science and RE/ Assemblies/Special events¹ e.g. Health Weeks

9.5 How taught:

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their

¹ The PSHE Association produced a paper relating to use of 'drop-down days', http://www.psheassociation.org.uk/news_and_events/drop_down_days.aspx

use of language, cultural attitudes and images, avoiding stereotyping, racism, sexism and (actively tackling) homophobia, biphobia and transphobia, ableism, ageism and discrimination based on religion or belief (Equality Act 2010).

- In every section of the course a variety of teaching and learning styles are used including: information sheets, pamphlets, textbooks.

10. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

11. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Staff to use differentiated resources for SEND pupils. e.g. picture cues, social stories and keywords appropriate for the pupil's needs.
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

12. Teachers' Responsibilities

To reassure parents/carers, Pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

13. Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ inhouse CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions

- Involving pupils in their own learning
- Managing sensitive issues

14. Working with Parents/Carers and Child Withdrawal Procedures

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

*However, in primary schools parents may **NOT** withdraw children from curriculum learning about relationships*

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss RSE in the school.

Parents have a right to withdraw their children from the 'sex education' elements of RSE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from RSE lessons, we ask that they discuss it with the Head Teacher, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a pupil has been withdrawn from RSE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

15. Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

The latest guidance on RSE from the Department for Education.

The curriculum should be 'inclusive to all pupils, whatever their developing sexuality or identity' And that it should help young people develop an 'understanding that some people are LGBT+, that this should be respected in British society, and that the law affords them and their relationships recognition and protections.'

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