

Homefield Church of England Primary School

Relationships and Sex Education Policy

Approved By:

Headteacher

and Governing

Body

Approval Date:

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Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy health, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and well-being now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

1. Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
2. Providing an inclusive learning environment which is safe and empowering for everyone involved based on the belief that bullying, prejudice and discrimination is unacceptable.
3. Teaching non-biased, accurate and factual information that is positively inclusive.
4. Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
5. Promoting critical awareness of differing attitudes and views presented through society, the media and peers enable the nurturing of personal values based on respect.
6. Providing protection from shock or guilt.
7. Actively involving pupils as evaluators to ensure relevance.
8. Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet the 2019 Government's latest guidance and the Equalities Act 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows on the attached sheets, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. If necessary, the curriculum will be complemented by themed assemblies, topics days and cross-curricular links.

We teach children about:

Together, we are a family that cares for, values and encourages all.

Research shows that good RSE, does not make young people more likely to engage in sexual activity at an earlier age. The national average of births has halved since 1998 and in 2016 14.5 births from every 1000 were to mothers who were teenagers (according to the Office for National Statistics). We are however, aware that within our area, we have a high number of unplanned pregnancies amongst teenagers and so we are committed in providing a RSE curriculum that will provide the knowledge and skills that will prepare our pupils for some of the choices that they will have to make in later life.

Our children will be encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values.

Organisation

The RSE programme will be led by the PSHE Coordinator and taught by teaching staff and/or higher level support staff and supported by relevant outside agencies. All staff involved in the delivery of RSE have received training ensuring pupils are taught with consistent approaches to RSE throughout their time at Homefield CE Primary School.

RSE will be taught using a range of teaching methodologies including story-telling, discussions, individual private reflection, quizzes, fact-finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Homefield CE Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognize and respect pupils' different abilities, levels of maturity and personal circumstances including gender identify, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask-it basket.' Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. When such questions are not answered, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Teachers do their best to answer all questions with sensitivity and care however we also provide a question box for the children during our RSE lessons. This allows children to write questions that they may be too embarrassed to ask in front of other children. It also allows teachers to cover 'real issues' that the children may have and avoid irrelevant questions.

The Role of Parents and Carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's RSE policy and where it can be located and allow parents an opportunity to come into the school and discuss RSE prior to teaching the various units;
- answer any questions that parents or carers may have about the RSE of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for RSE in the school;

We believe that through communication, children will benefit from being given consistent messages about their changing bodies.

Some parts of relationships and sex education are compulsory - these are part of the national curriculum for science. Parents and carers have the right to withdraw their child from the sexual parts of the RSE programme, but not the relationships part, that we teach in our school. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Once a decision has been made they must inform the school in writing stating their reasons as to why they would like their child withdrawn. The school always complies with the wishes of parents/carers in this regard.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in lines with the Safeguarding policy.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity. The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its

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