

Pioneer Federation



Relationships and Sex Education Policy

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This policy was adopted **March 2019**
This policy is due for review **March 2022**

Relationships and Sex Education (RSE) Policy

Introduction

Relationship and Sex education is lifelong learning about family relationships, the human body, changes, growing up, friendships, emotions, relationships, personal hygiene, how babies are made and how babies are born. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

In our church schools, we seek to uphold the religious and moral values of the Christian faith whilst recognising the diverse beliefs of our religious and minority ethnic communities and aiming to value and celebrate cultural diversity. We will encourage activities that challenge stereotypes and use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that pupils and adults within our school community may hold very different religious and cultural beliefs about RSE. We ensure that we consider cultural, religious and linguistic needs in the development and review of our RSE policy and programme.

We have based our school's RSE policy on the DFE guidance document 'Sex and Relationship Education Guidance' (DfEE 0116/2000). In that document, Sex Education is defined as

'learning about physical, moral and emotional development. It is about understanding 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'

We have also referred to Sex and Relationships Education (RSE) for the 21st Century, Supplementary advice to the DfEE 0116/2000 Guidance 2014 and the Equality Act 2010.

RSE is firmly rooted in our school's Personal, Social, Health and Economic Education (PSHEE) and Citizenship Framework and is also delivered as part of other curriculum areas such as Science and RE. This policy links with other school policies such as the **anti-bullying policy, equal opportunities policy, safeguarding policy, confidentiality policy and health and safety policy.**

Confidentiality and Safeguarding

Our school is committed to acting in the best interests of all the individuals within the school community. RSE will take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons.

Pupils in our school will be constantly reminded of the benefits of confidentiality. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of RSE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are all aware of school child protection procedures.

Aims and Objectives (see Appendix 1 for learning outcomes for each year group)

At Pioneer Federation Schools, RSE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs and maturity of our pupils.

We aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6.

The sex and relationship education curriculum will be concerned with:

- the discussion of attitudes and values;
- the development of a range of personal and social skills;
- the provision of factual information and the development of the understanding of it.

Attitudes and Values

- to learn the value of respect, love and care.
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to developing an understanding of the value of family life and an appreciation of the many different types of family

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to know who can provide help and support.

Liaison with Parents and Carers

We see the delivery of RSE as a partnership between the parents and carers and the school. We always inform parents/carers before delivering the relationships and strand of the curriculum. Time is also provided for them to discuss any issues with the class teacher and to watch the interactive resources before they are viewed by the pupils. We are confident that good communication and sharing our philosophy, aims and the purpose of RSE with our parents/carers will enable a shared understanding that enhances the experience for all pupils.

Parents and carers have the right to withdraw their children from all or part of the RSE provided at school, except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk to the class teacher or the PSHEE co-ordinator. The issue of withdrawal will be handled as sensitively as possible and, if necessary, alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse and other health professionals may be involved at different stages of the programme.

Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide. Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management.

Visitors delivering RSE in a classroom setting need to follow the guidelines on confidentiality and work within the school's ethos and RSE programme.

Staffing

Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver RSE. Therefore, in the Pioneer Federation we aim that all teachers will deliver RSE in their class with support and training. The PSHEe Co-ordinator will offer support and monitor the delivery of the RSE programme. Staff will be trained in the planning and delivery of RSE to ensure that it meets the needs of children in the 21st Century. Where possible, it is our aim to provide both male and female staff members for the children to ask for advice and find answers to their questions,

Dealing with questions

Teachers will set the ground rules that provide boundaries concerned with what is and is not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation is necessary. Questions will be answered in an age-appropriate way.

Mixed and single gender groups

RSE will mainly be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender.

However, there will be planned opportunities for single gender sessions. Specifically when viewing RSE videos. These may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

Special educational needs (SEN) and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in RSE. We will, for example, use differentiated materials.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Monitoring and evaluation of the RSE curriculum

The review and monitoring of this policy is the responsibility of the PSHEe Co-ordinator.

Governors in liaison with class teachers have the opportunity to review RSE policy and provision.

Teachers and pupils will evaluate the lessons to aid future planning.

Reviewing and Monitoring

The PSHEe coordinator is responsible for keeping up to date with any new initiatives concerning the teaching and learning of RSE and will keep staff informed. They will support staff when required and maintain resources for full curriculum coverage. The coordinator will also provide an action plan for the annual SDP.

This policy was reviewed: March 2019
Review Date: March 2020

Appendix 1

All year groups will take part in e-safety lessons on an annual basis.

WHAT IS COVERED IN EACH YEAR GROUP IN RSE?

In Reception, the children will be covering the following objectives:

- To know the names of the main external body parts shared by males and females.
- To begin to know about the process of growing and stages of life.
- To begin to understand how we maintain a healthy body e.g. eating healthily, exercising and personal hygiene.
- To feel good about our bodies and the desire to look after them.
- To identify and respect similarities and differences between people including physical appearance, culture and family.

In Year 1, children will be covering the following objectives:

- To know the names of the main body parts.
- To begin to know about the process of growing from young to old (including birth and death) and how peoples' needs change.
- Begin to understand how we keep healthy e.g. eating, exercise and hygiene.
- To develop the ability to make simple choices that will improve their health, wellbeing and personal hygiene.
- To feel good about one-self - the desire to be safe, feel positive.
- To identify and respect similarities and differences between people including physical appearance, culture, family, religion and language.
- To know about personal safety including what kind of physical contact is acceptable.

In Year 2, children will be covering the following objectives:

- To know the names of the main parts of the body, including agreed names for sexual parts.
- Begin to understand the concept of male/ female and human development from birth to five.
- Begin to know about the process of growing from young to old and how a persons' needs change.
- Begin to develop confidence to talk about body parts and how they work.
- Identify and respect similarities and difference between people including physical appearance, culture, family, religion and language.

In Year 3, children will be covering the following objective:

- To know about personal safety including what kind of physical contact is acceptable.
- To know more about different types of relationship, including marriage and to understand more about the benefits of positive caring relationships and the sometimes changing nature of those relationships.

In Year 4, children will be covering the following objectives:

- To know how the principal body systems work e.g. circulation, digestion and respiration.
- To know the body changes that will take place during puberty.
- To know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships and marriage.

In Year 5, children will be covering the following objectives:

- To know how the principal body systems work e.g. circulation, digestion, respiration and reproduction (including how a baby starts and how a baby is born).
- To know the body changes that will take place during puberty.
- To recognise who to talk to and where to get help.
- To know about different types of relationships including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.
- Begin to know people, agencies and organisations that can help in relation to personal relationships, rights, responsibilities and citizenship.
- To know about personal safety including what kind of physical contact is acceptable.

In Year 6, children will be covering and revisiting the following objectives:

- To know the body changes that will take place during puberty.
- To know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships and marriage.
- To know that bacteria and viruses can affect health and that following simple, safe personal hygiene routines can reduce their spread.
- To know about personal safety including what kind of physical contact is acceptable.
- Develop the confidence to talk about personal health related issues.
- Make decisions related to relevant and personal health issues and choices.

- To know about different types of relationships including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.
- Develop the skills to challenge inequality, prejudice and injustice including bullying, racism, sexism and homophobia.