

Shelton Junior School



Relationship and Sex Education (RSE) Policy

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Sources of Information

This policy has been informed by:

- DfEE 'Sex and Relationship Education Guidance', 2000.
- Ofsted, 2002, Sex and Relationships. Office for Standards in Education, London.
- Social Exclusion Unit, 1999, Teenage Pregnancy Strategy. Social Exclusion Unit, London.
- RSE Framework. SEF Factsheet 30.
- Derby City Council Primary Sex and Relationship Education Scheme of Work. March 2006
- Christopher Winter Project Scheme of Work.

How this Policy was developed

This policy was developed from the Derby City Council SRE Policy and involved consultation with Parents & Staff. Pupil voice and input to this policy is part of our development plan but has been hindered by the Covid 19 Pandemic.

What is RSE?

The term Relationship and Sex Education, RSE, is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance RSE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'

DfE 'Sex and Relationship Guidance', 2000.

National Curriculum Aims

- to provide opportunities for all pupils to learn and to achieve
- to promote pupil's spiritual, moral, social and cultural development and prepare
- all pupils for the opportunities, responsibilities and experiences of life.

The guidance suggests that RSE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Legal obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- age and circumstance appropriate RSE
- access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational.

Organisation

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage children to ask for help if they need it.

Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.

In years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a remote recording for all parents and carers of children in years 5 and 6 to show this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. We invite questions from parents.

Please see appendix 1 for the overview of the sex and relationship education programme our school follows.

Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

DfE SRE Guidance, July 2000

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

The needs of boys as well as girls - Girls tend to have greater access to RSE than boys, both through the media, particularly magazines, and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity - Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds - We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality - On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bisexual, GLB. Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall promote a culture of care and respect and also actively tackle homophobic bullying which often at this stage comes in the form of homophobic name-calling.

Special educational needs - We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Relationship and Sex Education - We intend that all pupils shall experience a programme of RSE at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication - Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of RSE to ensure that these pupils have equal access. For example Writing with Symbols computer programme includes 'private' body parts.

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Roles and Responsibilities.

A whole school approach will be adopted for RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The senior leadership team, SLT, will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The designated RSE co-ordinator, currently the Deputy Head teacher will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, accessing training, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff all teachers are involved in the school's RSE provision. Some teach RSE through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a pupil who experiences a difficulty regarding relationship and sex issues. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the RSE programme and supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings. Good practice would be to have a designated governor with responsibility to oversee PSHE Education, including RSE and access appropriate training.

Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish, see section 7.9. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

The school nurse can play a key role in supporting the teacher in RSE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse. However, the class teacher will still take the lead within RSE sessions.

Outside agencies and speakers, in the primary phase is anticipated as being the school nurse. We shall work in partnership with them and jointly plan their work within the school.

Pupils have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the RSE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. .

Assessment

Pupils' progress in RSE is assessed as part of the PSHE assessment. Pupils' knowledge, skills and attitudes are assessed through a range of methods including teacher, peer and self-assessment.

Pastoral Support for Pupils who Experience Difficulties

The nature of support available to pupils

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for pupils in a number of ways. Staff may be approached for help on an individual basis and through their class sessions. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people, promote their existence to pupils and endeavour to form working relationships with local agencies that are relevant to pupils needs.

Confidentiality and informing parents/carers

We are aware that some parents find it hard to discuss their child/ren's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing RSE on the agenda at the relevant governors' meeting
- by inviting parents to discuss RSE when their child enters the school and at primary-secondary transition
- by discussing and agreeing a consistent approach for pupils to be used at home and school

- by including RSE in the Home/School Partnership Agreement
- by inviting parents to a meeting where resources are available, and their use explained.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures about abuse are made

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving safeguarding issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the pupil may be experiencing
- the pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

Policy Review and Development Plan

The Policy will be reviewed on an annual basis by SLT and governors and updated in line with local authority and national guidance.

Priority areas for development of RSE in 2020/21:

- Consultation with pupils during Summer term 2021
- Review and development of Christopher Winter Project Scheme of Work using action research, staff and pupil questionnaires.