

Lea and Garsdon CE Primary School

Relationships and Sex Education Policy

This policy was updated using the Jigsaw model policy and the draft statutory guidance of July 2018.

It will be reviewed once the draft guidance is confirmed and before it becomes statutory – expected to be 2020.

Healthy trees bearing good fruit - Matthew 7 v 17



Our Vision

To develop children who are healthy in body and mind, enjoy life and fulfil their potential so that they have a positive impact on the world.

Our Core Values

1. *Kindness*
2. *Wellbeing*
3. *Gratitude*
4. *Individuality*
5. *Community*
6. *Inspiration*

Policy adopted by the curriculum committee on 28.11.18

Agreed by FGB following on 24.1.19

Chair of Curriculum Committee Signature: _____

Headteacher's Signature: _____

To be updated by September 2020.

Lea and Garsdon CE Primary School Relationships and Sex Education (RSE) Policy

Overview

Relationships and Sex Education (RSE) is an integral part of our PSHE curriculum and this policy for RSE should be read in conjunction with the policy for PSHE+C and related policies. RSE allows children to acquire information, develop skills and form positive and safe attitudes and beliefs about relationships, feelings and as they get older, about sex and sexuality.

RSE is tailored to the age and physical and emotional maturity of the children and will be delivered by the school staff members with the support of other external agencies as appropriate (e.g the school nurse).

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Aims

- To develop children's communication skills.
- To develop and maintain children's self-esteem.
- To encourage respect and understanding of others.
- To develop children's acceptable vocabulary for communication about their bodies.
- To build positive attitudes.
- To provide children with knowledge about the process of human production and sexual health.
- To prepare children for puberty.
- To provide children with correct information about their bodies and those of the opposite sex.
- To enable children to acquire skills and attitudes which prepare them to learn about loving and stable relationships.
- To provide the opportunity for children to understand and cope with personal safety, helping them to develop critical thinking as part of decision-making and exercise some basic techniques for resisting peer pressure.

Definition of Relationships and Sex Education

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18.

Current RSE requirements

The government has consulted on the July 2018 draft Statutory Guidance for RSE. This consultation ended on 7.11.18 and we are awaiting the findings and the final version of the statutory guidance. This policy will be updated once the government has confirmed the requirements for this area of the curriculum.

Currently Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. The policy should be made available to parents/carers on request. It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the RSE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

Compulsory aspects of RSE – current guidance.

The aspects of sex education contained in National Curriculum science (Key Stages 1–4) are compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) ensure that within relationships and sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Relationships and Sex Education (RSE) is an important part of PSHE education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2018) and includes sections on Female Genital Mutilation, Sexual violence and sexual harassment between children and Internet safety.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drugs Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Online Safety Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

The role of the headteacher:

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationships and sex education 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 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 children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review:

The Curriculum Committee of the governing body monitors our relationships and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils

to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender or questioning their identity (LGBT+Q). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, biphobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

The Church of England document “Valuing all God’s Children, 2017” states:

“All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.” (Page 1)

Jigsaw RSE Content

We use Jigsaw scheme of work to guide our PSHE teaching and the areas that relate to RSE are below. These units of work are taught during the Summer Terms each year and build on what has gone before. The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' unit of work. **We will not teach the section in red that apply to Y3+4.**

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
EYFS and KS1 on a 3 year rolling programme	FS/Y1/Y2 Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them
	Y1/Y2 Piece 4 Boys' and Girls' Bodies	D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private. Tell you what I like/don't like about being a boy/girl
Y3+4 on a 2 year rolling programme	Y3 Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
	Y3 Piece 2 Babies	Express how I feel when I see babies or baby animals. Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.
	Y3 Piece 3 Outside Body Changes	Express how I might feel if I had a new baby in my family. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.

	Y3 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings
	Y4 Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Y4 Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Y5+6 on a 2 year rolling programme	Y5 Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Y5 Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.
	Y5 Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways.

	Y6 Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
	Y6 Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive
	Y6 Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.
	Y6 Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

Provision

Children's questions will be unpredictable in their content and in the school context, teachers will always attempt to give straightforward, factual answers, whilst making judgements such as:-

- Whether to answer immediately or at a later time;
- Whether to answer in the whole class situation or on an individual basis;
- In what depth to frame the answer;
- Whether to refer the question to parents.

In delivering the programme for RSE the school will seek the advice of the School Health Nurse and other experts, where appropriate.

Staff will be sensitive to the range of different family situations and groupings.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to

parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Working with parents and carers

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children from any school RSE taught outside National Curriculum Science (Education Act 1996). Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and Sex topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are

presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.