



Bomere & the XI Towns Federation

Relationship and Sex Education Policy

The following policy has been reviewed and approved by the Governing Body, Parents, Pupils and Staff and is the result of working with Shropshire Advisors

February 2019

Introduction

This Policy is based on the DfEE guidance (ref DfEE 0116/2000) and takes into account the proposed changes to the curriculum expected to be statutory from September 2020.

Our Relationship and Sex Education (RSE) Policy places the emphasis upon relationships, and supports pupils' understanding and skill in developing positive and healthy relationships. We believe that this work is a lifelong learning process. It is about physical, moral and emotional development; and is about understanding the importance of committed, stable and loving relationships; respect, love and care; and marriage. It involves teaching about developing relationships, sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

RSE is part of the integrated curriculum of the school. Education for personal growth and self esteem , including sex and health education, complements and overlaps with the consideration of the Personal, Social, Health and Emotional development of the child (see PSHE policy) and the general life of the school (see Behaviour and Discipline policy), relationships with one another, including staff and parents/carers, socialisation, values and attitudes. See also our Mental / Emotional Health and Wellbeing policy.

Ofsted 2002 recommendations have informed our policy and practice, in particular:

'A caring and developmental Sex and Relationship Education (SRE) programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

The Lichfield Diocesan Board of Education (Sex and Relationship Guidance: A Christian Perspective 2008) states that 'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development'.

Our policy for Relationship and Sex Education is written in accordance with this philosophy.

In planning and presenting our RSE programme, we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils self esteem. If young people feel positive about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance, good practice guidelines and is consistent with Shropshire Council recommendations.

This policy is cross referenced and consistent with other policies such as PSHE, Behaviour and Discipline, Child Protection and Anti- Bullying, Equalities etc.

This policy has been reviewed and updated in consultation with teaching and support staff, and approved by Governors.

It will be reviewed every two years.

Date: February 2019

Review date: January 2021

Organisation

We teach relationship and sex education through different aspects of the curriculum. Education in personal growth and development, including relationship and sex education, forms part of the integrated curriculum of our school, and is included in thematic planning and coverage for each class, each term. It is taught by the classroom teacher. Some elements will be taught to single year groups eg. year 6. There will be an opportunity to work in single and mixed gender groups. Small groups may be used, based on learning and developmental need.

We teach some aspects of RSE through subject areas, in science and PE, in particular.

In Personal, Social, Health Education, PSHE, we teach pupils about relationships, and we encourage children to discuss issues. We teach parts of the body, and how these work, and we explain what happens during puberty, using the correct biological terms for body parts and their functions. We encourage children to ask questions. We provide reassurance that change is part of life's cycle. We follow the 'Respect' programme of study for years 1 to 6 (See overview in appendix)

In science lessons in both key stages teachers inform children about the body, its functions and keeping healthy, following the national Curriculum for Science (2014).

In key stage one, the focus is on identifying, naming and labelling basic parts of the body and their function relating to the senses, offspring, basic needs, exercise, diet and hygiene

In key stage two, we teach about the main stages of the human life cycle and puberty, nutrition and life processes of reproduction, impact of diet, exercise, drugs lifestyle choices and alcohol.

In PE we teach about being aware of our bodies, keeping healthy and fit, about personal hygiene, keeping safe, personal space and privacy. As far as possible, the children's personal privacy is respected. In upper key stage two we have made arrangements for the girls and boys to change separately, when appropriate..

When possible, the school nurse supports staff - in particular she leads a session with the year 5 girls, after the module on menstruation has been delivered as part of the Body Changes in Puberty Unit, discussing menstruation, showing sanitary towels and sanitary disposal; a separate session with the nurse is also shared for the boys to discuss puberty and questions they may have.

(All visitors adhere to the School and Shropshire's visitor's policy, which is available in reception as visitors sign into the school)

Aims

We will deliver a planned and age appropriate scheme of work.

The aims are:

- to explain the meaning of words in a sensible and factual way to use, and encourage the use of, correct names for all body parts and functions. It is important the young people know how to articulate using the correct language for body parts, we ensure that correct language is used across the school in all contexts, as relevant.

- to value family life in all its manifestations
- to encourage self-esteem when considering ourselves in relationship to others
- to develop a positive self
- to help pupils to develop their ability in:
 - making choices
 - being assertive
 - self-expression
 - show respect for others
 - communication skills
- for pupils to be able to recognise and communicate their feelings
- to help pupils understand their rights and to be able to recognise and resist unwanted touches and advances
- to prepare pupils to keep themselves safe online and be able to recognise potential dangers with regard to appropriate and inappropriate relationships (real world and digital world safety)
- to provide pupils with the skills necessary to be able to protect themselves
- to give an elementary understanding of human reproduction, which is appropriate to their maturity and level of understanding

- to prepare pupils for the physical and emotional changes and challenges of growing up
- to help pupils to accept the variation in rates of growth and development
- to provide reassurance that change is part of the life cycle and to give support in adjusting to these changes
- to offer pupils the opportunity to develop and clarify their attitudes and values relating to gender roles and stereo-typing
- to counteract misleading folklore, myth, and false assumptions
- to help children to make responsible decisions about relationships that they form
- to raise awareness of sources of help and to develop the skills and confidence to use them - who to talk to if they have a problem
- to challenge media stereo-types and persuasive advertising ensuring pupils develop an awareness of and respect for diversity in relation to, for example gender, race, religion and belief, culture, sexual orientation and disability
- to promote equal opportunities for all
- to complement and support the role of the parents

There are three main elements;

- Attitudes and values:
 - understanding the importance of values and individual conscience and moral considerations
 - learning the value of committed and loving relationships for the nurturing 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
 - developing an understanding of difference and to challenge unreasonable prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict
 - learning how to recognise and avoid exploitation and abuse

- Knowledge and understanding:
 - learning and understanding physical development at appropriate stages
 - understanding human sexuality, reproduction, sexual health, emotions and relationships
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay

Context

We teach relationship and sex education in the context of the school's aims and values framework, (see Teaching & Learning Policy, school aims and the Mission Statement), with an awareness of the values which underpin all our work in school.

In particular, we teach relationship and sex education in the belief that:

- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control
- relationship and sex education should be taught in the context of stable, loving and committed relationships
- children should be taught to have respect for their own bodies and other peoples bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity

Questions may arise spontaneously in and out of the classroom. There are lots of triggers: a news story, soap opera story, a line in a song, a family situation, an experience, the time of year or as a result of issues raised in a lesson. Whatever the trigger the child has taken the opportunity to check out, clarify and discuss something. They may also be asking for help, advice and support.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring

the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

The strategies around mental health, self-esteem and resilience are considered extremely important in this federation; we are considering how the mental health curriculum developed by the PSHE association can be utilised to support this locally.

Home/School Partnership

Children are exposed to information and messages from TV, internet, social media, streaming, film, music videos, books and magazines. They are influenced by family and friends and other significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We aim to provide a programme ensuring all pupils receive high quality provision in line with national good practice recommendations.

We believe that parents/carers have the primary role in delivering relationship and sex education. We hope the school curriculum and ethos of the school, complements and enhances home teaching and values; we give due regard to the value of loving and stable relationships, and family life.

We provide parents/carers with opportunities to discuss the school's policy and practice. Parents/carers will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents/carers are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the Executive Head. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The Executive Head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

Assessment

Staff will undertake informal baseline assessments of pupils' awareness and understanding in order to establish the next steps for learning. The questions under 'Scheme of Work' will be used to support this baseline, using a variety of methods eg discussion, mind mapping, questions & answers. At the end of a series of lessons, there will be a follow up activity using the same/similar questions to establish Assessment of Learning.

Equal Opportunities

Equality of opportunity is highly valued in our school. RSE should offer pupils opportunity to clarify and develop their attitudes and values relating to gender roles and stereotyping, and challenge and consider assumptions and influences in society related to gender, race and culture, disability, ability, religion and belief and sexual orientation.

Confidentiality

Teachers and other professionals involved, will conduct RSE lessons in a sensitive manner. Pupils will be encouraged and supported to ask questions. These will always be answered in a sensitive, non-judgemental, respectful and age appropriate manner, and confidentiality will be respected.

All school staff will answer questions giving current and factual information appropriate to age and maturity of the child. A question box technique will be used to support school staff and pupils.

Any issues of concern, or any indications that a child or children may be at risk of harm or in danger, will be discussed with the head teacher/child protection lead, in accordance with our Child Protection policy.

Moral and Values Framework

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community, acknowledging that the children may come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Disability

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

Role of the Executive Head

It is the responsibility of the executive head to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- all staff receive appropriate training and support
- external agencies adhere to the visitors policy

Role of the Governors

It is the responsibility of the school governors to ensure that:

- the school delivers a broad and balanced curriculum as an entitlement for all pupils and adhere to section 36 of the statutory Department of Education guidance 'Keeping Children Safe in Education'.
- The Curriculum Committee of the governing body monitors our relationship and sex education policy on a regular 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 relationship and sex education programme, and makes a record of all such comments.
- This policy has been reviewed and updated with teaching and support staff, and approved by the school governors.

Scheme of work

Reception/Yr 1

Relationships

Who is in my family?

How are other families similar or different to mine?

What does my family do for me?

What do I like about my friend?

What does my friend like about me?

What can other people do to make me feel good?

Who do I look after?

Why I shouldn't tease other people?

My body

Why are girls' and boys' bodies different?

What do we call the different parts of girls' and boys' bodies?

Life cycles

Where do babies come from?

How much have I changed since I was a baby?

How are other children similar and different from me?

Keeping safe & looking after myself

Which parts of my body are private?

When is it ok to let someone touch me?

How can I say "no" if I don't want someone to touch me?

Who should I tell if someone wants to touch my private parts?

People who help me

Who can I ask if I need to know something?

Who can I go to if I am worried about something?

Yrs 2/3

Relationships

Who is in my family?

How are other families similar or different to mine?

What does my family do for me?

What do I like about my friend?

What does my friend like about me?

What can other people do to make me feel good?

Who do I look after?

Why I shouldn't tease other people?

How have my relationships changed as I have grown up?

Why do friendships change?

How can I be a good friend?

Why can it be fun to have a friend who is different from me?

How can I make up with my friend when we have fallen out?

What are some of the unpleasant/hurtful ways people can behave towards one another?

How do I know when I am being bullied?

What do I do if I am being bullied?

Why are some parents married and some parents not?

My body

How has my body changed since I was a baby?

Why is my body changing?

Why are some children growing quicker than others?

Why are we all different? Is it ok to be different?

What are the similarities and differences between boys and girls?

Should boys and girls behave differently?

Feelings

What makes me feel good?

What makes me feel uncomfortable?

How do I know how others are feeling?

Why are my feelings changing as I am getting older?

How do I feel about growing up and changing?

How can I cope with strong feelings?

Life Cycles

Where do babies come from?
How much have I changed since I was a baby?

How are other children similar and different from me?
Why does having a baby need a male and a female?
What are eggs and sperm?
How do different animals have babies?
How do different animals look after their babies before and after birth?
What happens when people get older?

Keep safe and looking after myself

Which parts of my body are private?
When is it ok to let someone touch me?
How can I say "no" if I don't want someone to touch me?
Who should I tell if someone wants to touch my private parts?

What are good habits for looking after my growing body?
What do I do if someone wants me to do something dangerous, wrong or that makes me feel uncomfortable?
When is it ok or not ok to keep secrets?

People who help us

Who can I ask if I need to know something?
Who can I go to if I am worried about something?

Who can I talk to if I feel anxious or unhappy?
Where can I find information about growing up?

Blue italics = new to class 3

Yrs 4/5/6

Relationships

- Who is in my family?
- How are other families similar or different to mine?
- What does my family do for me?
- What do I like about my friend?
- What does my friend like about me?
- What can other people do to make me feel good?
- Who do I look after?
- Why I shouldn't tease other people?
- How have my relationships changed as I have grown up?
- Why do friendships change?
- How can I be a good friend?
- Why can it be fun to have a friend who is different from me?
- How can I make up with my friend when we have fallen out?
- What are some of the unpleasant/hurtful ways people can behave towards one another?
- How do I know when I am being bullied?
- What do I do if I am being bullied?
- Why are some parents married and some parents not?
- How can I ask for help
- What are the important relationships in my life now?*
- What is love? How do we show love to one another?*
- Can people of the same gender love one another? Is this ok?*
- What are the different kinds of families and partnerships?*
- What do the terms "lesbian" and "gay" mean?*
- Why does calling someone "gay" count as bullying?*
- What should I do if someone is being bullied or abused?*
- Are boys and girls expected to behave differently in relationships?*
- Can some relationships be harmful?*
- Can some relationships be abusive?*
- Why are families important for having babies and bringing them up?*

My body

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are we all different? Is it ok to be different?
- What are the similarities and differences between boys and girls?

Should boys and girls behave differently?

What is puberty?

Does everyone go through it? At what age?

What body changes do boys and girls go through at puberty?

How will my body change as I get older?

Feelings and attitudes

What makes me feel good?

What makes me feel uncomfortable?

How do I know how others are feeling?

Why are my feelings changing as I am getting older?

How do I feel about growing up and changing?

How can I cope with strong feelings?

What kinds of feelings come with puberty?

What are sexual feelings?

What are wet dreams?

What is masturbation? Is it normal?

How can I cope with these different feelings and mood swings?

How can I say "no" to someone without hurting their feelings?

What should I do if my family or friends don't see things the way I do?

What do families from other cultures and religions think about growing up?

Can I believe everything I see on the TV about perfect bodies / relationships between girls and boys to be true?

Lifecycles/human reproduction

Where do babies come from?

How much have I changed since I was a baby?

How are other children similar and different from me?

Why does having a baby need a male and a female?

What are eggs and sperm?

How do different animals have babies?

How do different animals look after their babies before and after birth?

What happens when people get older?

What is sex?

What is sexual intercourse?

How much sperm does a man produce?

*How many eggs does a woman have?
How does sperm reach the egg to make a baby?
Does conception always occur or can it be prevented?
How do families with same sex parents have babies?
How does the baby develop?
How is the baby born?
What does a new baby need to keep it happy and healthy?*

Keeping safe and looking after myself

Which parts of my body are private?
When is it ok to let someone touch me?
How can I say "no" if I don't want someone to touch me?
Who should I tell if someone wants to touch my private parts?
What are good habits for looking after my growing body?
What do I do if someone wants me to do something dangerous, wrong or that makes me feel uncomfortable?
When is it ok or not ok to keep secrets?

*How can I look after my body now I am going through puberty?
How can girls manage periods (menstruation)?
How can people get diseases from sex and how can they be prevented?
What is HIV, how do you get it and how can you protect yourself from getting it?*

People who help me / getting help and advice

Who can I ask if I need to know something?
Who can I go to if I am worried about something?
Who can I talk to if I feel anxious or unhappy?
Where can I find information about growing up?

*Who can I talk to if I want help or advice?
Where can I find information about puberty and sex?
How can I find reliable information about these things safely on the internet?*

Classroom strategies and activities

Class teachers plan the activities using a range of resources and books. Most are planned as part of PSHE, Science and some through other curriculum areas such as literacy/story time, some as a part of a unit, some as a whole unit.

The class will establish ground rules that are appropriate to the age and activity. Class ground rules and behaviour code will also be relevant but may be extended.

Some classes or activities may involve the use of question boxes, where children can place queries and observations, either named or anonymously.

Teachers will assess pupils' responses to the concepts in a range of ways - mostly informal but some formal assessments using strategies such as questionnaires, written responses, paired work, group discussion.

Much of the work will be carried out through circle time.

Sample letter

See RSE file page 366

Sources of Useful Information

Key website:

www.teachersnet.gov.uk/pshe

www.wired for health.gov.uk

Sex Education Forum (www.ncb.org.uk/sef.)

Useful websites on relationships, puberty, keeping safe

For parents:

YoungMinds: organisation specialising in children and adolescent mental health; lots of info and excellent Parents' Helpline

www.youngminds.org.uk

Family Lives: lots of info and helpline

www.familylives.org.uk

FPA: sexual health charity

www.fpa.org.uk/factsoflife

NHS Choices: Live Well, healthy living for everyone

Info for parents and children

www.nhs.uk/livewell/puberty/pages/pubertyforparents.aspx

For the older, more mature, children:

Marie Stopes International: access for young people to info about all aspects of sex education and teenage life

www.likeitis.org

Great Ormond Street Hospital site

www.gosh.nhs.uk/teenagers/genera-lhealth-advice/puberty

POGO - for girls on the go

Commercial site but good info for girls on periods

www.pogopack.co.uk

For children:

Childline: excellent site

www.childline.org.uk/Explore/Mybody/Pages/PubertyBoys.aspx

www.childline.org.uk/Explore/Mybody/Pages/PubertyGirls.aspx

NHS Choices: Live Well, healthy living for everyone

Info for parents and children

www.nhs.uk/livewell/puberty/pages/pubertyforchildren.aspx

Kids Health: from Nemours Foundation

American site but looks OK

www.kidshealth.org/kid/grow/body_stuff/puberty.html

The Hideout: Womens Aid, to help children and young people understand domestic abuse

www.thehideout.org.uk

Internet safety for children:

Think U Know: CEOP site on internet safety

www.thinkuknow.co.uk

Childnet International: on internet safety

www.kidsmart.org.uk