



Relationships and Sex Education Policy

The Principles:

The principles of high quality RSE in all schools – including those with a religious character – are set out below as stated in the Sex and Relationships Education for the 21st Century guidance. DfEE 0116/2000 <https://www.gov.uk/government/publications/sex-and-relationship-education>.

Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century' (March 2014); <http://www.brook.org.uk/index.php/information/RSE-supplementary-advice>

Relationships sex and education:

- Is a partnership between home and school.
- Ensures children and young people's views are actively sought to influence lesson planning and teaching.
- Ensures a safe learning environment is established.
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps pupils understand on and offline safety, consent, violence and exploitation.
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- Uses active learning methods, and is rigorously planned, assessed and evaluated.
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
- Teaches about social norms and that the majority of young people do not have sexual relationships before the age of 16.
- Support pupils to manage the pressures to become sexually active until they are ready to enjoy and take full responsibility for a sexual relationship through delay sexual health messages.

Relationship sex and education has three main elements:

1) Attitudes and values:

- Learning the importance of values and moral considerations.
- Learning the value of family life.
- Learning the value of love, respect and care.

2) Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing empathy and self-respect.
- Learning to make choices without prejudice.
- Appreciating the consequences of choices made.
- Managing conflict.
- Recognising and avoiding exploitation and abuse.

3) Knowledge and understanding:

- Learning about and understanding physical development.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

At Priestthorpe School all children will experience a planned programme of sex and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

Aims and Objectives:

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To encourage children to make informed choices about their developing sexuality.

Roles and Responsibilities: The Governing Body

To ensure the legal framework is followed.

- The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE.
- The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum

reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

- The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSCH, and through RSE.
- To consult with parents on the determination of the school's relationship and sex education policy.
- To implement the relationship and sex education policy through the Headteacher.
- To include a summary of the content and organisation of sex education in the School Prospectus.

The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance.
- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.
- Liaise with the PSCH and Science leaders to ensure the effective delivery of the RSE within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues and progress around RSE issues.
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions.
- Monitor staff training requirements in relation to effective teaching and learning of RSE.
- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme.

The PSCH Co-ordinator:

The school has a co-ordinator for PSCH who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work.
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Access appropriate training.
- Monitor and advise on RSE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with any service provision to support aspects of sexual health.
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme.

The PSCH co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Parents / Carers

We aim to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision, then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from RSE lessons. If a child is withdrawn they will be provided with alternative work for the duration of the lessons they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

Equal Opportunities In support of the Equal Opportunities Policy, all Priestthorpe School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex education resources and teaching methods

Organisation of School Sex and Relationship Education

Who Will Teach It?

All class teachers will teach sex and relationship education as part of the science and the PSCHÉ curriculum. Opportunities will be provided in Year 5 on physical changes, and in Year 5 and 6 on conception and birth. **specialist provision may be brought in to support teaching.**

Method of Teaching

There will be a whole school approach from Reception to Year 6. The subject will be taught in a cross-curricular way, covering all the elements within PSCHÉ topics as well as expanding on human relationships, human and physical development and reproduction and sexuality.

Dealing With Sensitive Issues

Governors and teachers are in agreement that teachers should answer children's questions relating to sex and relationship education in an open and factual way taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The governors expect staff to use their professional judgement and discretion when faced with or answering questions which they deem to be of a sensitive nature.

The following ground rules have been established:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in a discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.

Relationship and Sex education is delivered within the science curriculum and the four broad themes within PSHE.

1. Increasing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier lifestyle.
4. Developing good relationships and respecting differences between people.

Through sex and relationship education, the children should:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body and describe how their bodies work.
- Be able to protect themselves and ask for help and support.
- Be prepared for puberty

Within the science curriculum, the children should:

Key Stage 1:

- Know that all creatures, including humans, move, feed, grow, use their senses and reproduce. Recognise the main external parts of their bodies.
- Know that humans and animals can produce offspring which grow into adults.
- Recognise the similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2:

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction.
 - Know about the main stages of the human life cycle
 - Parents should be aware that children cannot be withdrawn from these science lessons
- Content for Key Stage 1 and 2.

At Priestthorpe School Progression and continuity are built into the programme from Reception to Year 6. Curriculum Entitlement relationship and sex education will be taught at Priestthorpe School within PSHE and science. It is therefore not envisaged that there will be 'one-off' or isolated lessons. Children with Special Educational Needs relating to sex education will have their needs addressed both within the class, and where appropriate, on a one to one basis.

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes

- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment.
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes.
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum lead will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee.

Safeguarding and Confidentiality

To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously. If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options.

These include:

- Further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked.
- Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the Bradford Authority's Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff and governors review the Sex and Relationship Education policy every three years. Parents are invited to comment at each review of the policy.

The policy is available in school for all parents to inspect and details of the policy are published in the annual School Prospectus, so that parents of potential pupils are fully aware of Priestthorpe School's position in this matter.

