



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Rationale:

Hawkesbury CE VC School believes that Relationships and Sex Education (RSE) in the school will be developmental and a foundation for further work in secondary school.

SRE in this school will contribute to the requirement of the DfE that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, emotional and physical development of children at the school and in society.
- Prepares children for the opportunities, responsibilities and experiences of adult life.
- Teaches about sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The school will work towards this aim in partnership with parents.

Context

- All maintained schools must have an up-to-date RSE policy.
- State-funded schools must have regard to the Secretary of State's Sex and Relationship Education Guidance (DfEE 2000)
- The sex education contained in National Curriculum Science is compulsory in maintained schools
- The Equalities Act 2010 requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between different groups of people
- In February 2015 the Commons Education Select Committee recommended that age-appropriate RSE should become a statutory subject in primary and secondary schools, albeit with parents retaining their right to withdraw children. The Government response published in July 2015 did not take forward this recommendation, although it stated that it would be giving further consideration to the Committee's arguments later in 2015. We will review this policy in the light of any new developments

Parents' rights to withdraw a child from RSE

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum. All maintained schools' RSE policies must include information about parents' right to withdrawal.

OFSTED (2015) states that in an outstanding school:

"Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation."

What is RSE?

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. 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.

Aims and objectives

Through our RSE programme we aim to:

- reflect the values and ethos of our school
- promote pupils' spiritual, moral, social and cultural development
- prepare pupils for the opportunities, responsibilities and experiences of later life
- enable pupils to make informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations
- develop pupils' knowledge, skills and understanding of the nature and diversity of relationships and sexuality
- help pupils develop a positive self-image and self-esteem
- help pupils respect and care for themselves and others
- help pupils gain access to information and support
- help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

Approach to RSE

We have a whole school approach to RSE as follows:-

- the Senior Leadership Team oversees the provision and development of RSE
- the RSE/PSHE co-ordinator is responsible for the development of the programme, staff training, pupil/parent/staff consultation, liaison with outside agencies, monitoring and evaluation of the programme
- teaching staff involved in the delivery of the RSE programme are a trained team who meet regularly to review and plan
- support staff play an important pastoral role in class, in groups and with individual pupils and also receive training as appropriate
- parents and carers are consulted, informed and invited in to school to look at resources etc.,
- children and young people are involved in the planning and review of resources and approaches as appropriate
- wherever possible we use active learning methods
- teaching and resources will be differentiated as appropriate to address the varying needs of children (e.g. those with learning disabilities) in order for them to have full access to the content of RSE.
- correct terminology is used throughout (e.g. for parts of the body) and we also develop awareness about appropriate use of slang/nicknames in differing contexts
- parents have the right to withdraw their children from all or part of RSE (excluding withdrawal from sex education in National Curriculum science). We work in partnership with parents & carers to ensure that every pupil has the entitlement to high quality and age-appropriate RSE.

Content

The content of our programme includes the following (red denotes links to National Curriculum Science)

KS1

- Feelings
- Differences and similarities between people
- "Special people" (family, friends etc.,)
- Different families
- **Parts of the body**
- **That humans and animals have offspring which grow into adults**

- Keeping themselves and other safe (on the road, in the park, on-line etc.,
- Recognising when people are being unkind and who to tell
- Knowing when to say “yes” and “no” to physical contact

KS2

- Healthy / unhealthy relationships
- Different types of relationships & families
- Civil partnerships and marriage
- Managing risky situations
- Appropriate / inappropriate touch
- How to respond to all types of bullying and unkind behaviour
- Asking for help
- Physical and emotional changes during puberty
- The process of reproduction
- Keeping themselves safe including on-line

Inclusion and equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

- Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)
- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

Visitors

Visitors enhance but do not replace our teacher-led programme. Teachers will always be present during visitors’ sessions. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

Confidentiality

We ensure that ground rules are established before RSE lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class. Visitors to the classroom are aware of our confidentiality policy. Pupils are made aware of how to access confidential information and support after the lesson, should they need it. If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information.

Assessment & Evaluation

We monitor pupils’ knowledge, skills and understanding by various means including:-

- Self-assessment
- Peer assessment
- Teacher observations
- Quizzes and questionnaires
- The LA Health and Well-being Survey (SHEU)

How this policy has been developed and shared

The policy has been developed and agreed in consultation with pupils, parents/carers, teaching and support staff, governors, school health staff and other relevant agencies.

A parents evening was held to provide an opportunity to share the policy with parents. This policy is on the school website.

Links with other policies

- Equalities
- Child Protection
- Confidentiality
- Discipline & Behaviour
- Anti-Bullying
- Code of Conduct

Agreed at the Full Governing Body meeting 19th September 2017. Agenda Item 8.

Signed: Chair of Governors

Review Date: Autumn 2020

Equalities Impact Assessment: Completed

APPENDIX 1

Age appropriate SRE [Adapted from [Sex Education forum](#)]

A set of questions to help parents, carers, schools and other educators understand what children and young people want to learn about in relation to growing up, relationships and sex from ages 3-19 organised by age:

3 – 6 years

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important. Questions to help you understand what children want to learn about are listed in themes below.

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 shouldn't I 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 to 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?

7 – 8 years

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- 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 to me?
- What are some of the bad 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?
- How can I make up with my friend when we have fallen out?
- Why are some parents married and some 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 some girls in my class taller than the boys? How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?

Feelings

- What makes me feel good?
- What makes me feel bad?
- How do I know how other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with strong feelings?

Life cycles

- 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?

Keeping safe & looking after myself

- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?

People who help me

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

9 – 10 years

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- 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 sex love one another? Is this ok?
- What are the different kinds of families and partnerships?
- What do the words '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? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

My body

- What is puberty?
- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- Why are some girls 'tomboys' and some boys a bit 'girly'?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Feelings and attitudes

- 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/ relationship/girls and boys to be true?

Lifecycles/ human reproduction

- What is sex?
- What is sexual intercourse?
- How many sperm does a man produce?
- How many eggs does a woman have?
- How do 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 & looking after myself

- 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 can they be prevented?
- What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

- 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?