



# **Southfield Primary School**

## **Relationship and Sex Education Policy**

## **1. Policy Statement**

**Relationships and Sex Education is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.**

Relationships and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Sex and Relationship Education is therefore a tool to safeguard children.

Sex and Relationships Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states an outstanding school:

"Pupils, appropriate to their age and capability, have an excellent understanding or relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation".

In judging overall effectiveness, Ofsted will also require evidence of pupil's social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Other related policies and documents include the PSHE policy, Anti-Bullying Policy, Child Protection Policy, Equal Opportunities Policy and Health and Safety policy.

## **2. Aims and Objectives**

The aim of this policy is to enable the effective planning, delivery and assessment of SRE.

Objectives are for primary school pupils to:

- ♣ Develop confidence in talking, listening and thinking about feelings and relationships;
- ♣ Be able to name parts of their body and describe how their bodies work;
- ♣ Be prepared for puberty.
  - Understand the basic changes that happen during puberty
  - Understand how to keep their bodies healthy and clean
  - Understand how to keep themselves and their bodies safe
- ♣ Know what is and what is not acceptable in a relationship and can ask for help and support

Teaching staff in all schools to be confident:

- In planning, delivering and assessing SRE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from pupils

### **3. Moral and Values Framework**

The Sex and Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships and Sex Education Policy will be complimentary with the Religious Education Policy of our school. The RSE policy works in tandem with both Southfield Primary Learning Values and British values.

The RSE programme at Southfield Primary School reflects the school ethos and children are encouraged to adopt the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

### **4. Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

### **5. Delivery of RSE: - Content**

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 1.

Southfield Primary School uses the Ealing PSHE/SEAL/Citizenship Scheme of Work which incorporates RSE.

From EYFS children learn the PANTS rule

P - Privates are private

A- Always remember your body belongs to you

N- No means no

T- Talk about secrets which upset you

S- Speak up, someone can help

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. They also learn the names of body parts.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed and children are taught about the physical changes that take place at puberty, including why they happen and how to manage them.

Materials/resources used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available for parents/carers to see.

**Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/ extremism**

At the heart of effective, age appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch, consent and risk minimisation, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014 'Relationships and Sex for the 21<sup>st</sup> Century; Supplementary Advice to the Relationships and Sex Guidance DfEE' (SEF/ Brook)

## **6. Organisation**

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Southfield Primary School the *main* content is delivered in PSHE lessons.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Southfield Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which is used by the coordinator to inform future planning.

Southfield Primary School believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

## **7. Specific Issues within RSE: withdrawal, confidentiality, child protection and difficult questions**

### **Role of Parents and Withdrawal**

Parents and carers have an especially important role to play in RSE. They need to feel confident that the RSE programme at Southfield complements and supports their role. To enable this, an information session for parents will be held to discuss the RSE programme in the spring and summer terms. Teaching resources will be shown and opportunities will be given for discussion and questions.

Parents and carers who have concerns about the RSE programme are encouraged to talk to their child's Class Teacher or the PSHE Subject Leader to discuss the programme in detail.

Parents and carers have the right to withdraw their children from all or part of a school's RSE programme, except those parts covered by the statutory national

curriculum in Science. **The national Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from Science lessons.** If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the relevant Deputy Head or the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Once the school has a written request for such an exemption, and the parent/carer has discussed the issues, the school will then seek to meet the needs of the parents in this regard. **In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.**

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.

### **Confidentiality**

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 coordinator who may confer with the Headteacher before any decision is made.

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.

### **Child Protection**

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Teachers have a question box where children can leave questions they have and these can be anonymous. 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 Designated Child Protection person if they are concerned.

### **Sexual Identity and Sexual Orientation**

Southfield Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. All bullying relating to sexuality is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

### **Dissemination**

All governors receive a copy of the RSE policy for consultation. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

### **Role of Governors**

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings. The governors acknowledge that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise.

### **Policy review**

<b>Governing Body Sub Committee</b>	<b>Published</b>	<b>Review Date</b>	<b>Author</b>
Learning and Teaching Committee	October 2018	October 2020	Pav Bal
<b>Headteacher's Signature</b>			
<b>Chair of Governors Signature</b>			

<p style="text-align: center;"><b>APPENDIX 1:</b> <b>Statutory Provision of SRE under Science Curriculum</b></p>
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**Key Stage 1 (age 5-7years)** should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Stage 2 (age 7-11years)** should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'.

Taken from the National Science Curriculum from 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239132/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf)