

Whyteleaf School

Relationships and Sex Education Policy

Aim High • Be Independent • Enjoy Yourself



Policy

The policy reflects the DfES 2000 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority (Relationships and Sex Education (RSE) Guidance 2016).

Introduction

RSE is learning about sex, sexuality, emotions, relationships, sexual health and ourselves. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Whyteleaf School, along with many other schools in Surrey and other local and national agencies, has taken the decision to refer to the subject as Relationships and Sex Education (RSE), rather than Sex and Relationships Education (SRE). This decision was made in line with the Education Committee 2015 recommendations and believes that RSE more appropriately reflects the subject's focus upon relationships and emphasises the importance of all relationships in relation to teaching and learning.

At Whyteleaf School, Relationship and Sex Education is part of, and embedded within, the personal, social and health education (PSHE) and Science curriculum. We acknowledge that there will be a wide variety of home experiences and situations. All children and their families have a right to privacy, respect and acceptance and our approach will be non-judgemental and respectful. However, whilst recognising the diversity of family backgrounds, it is still possible to promote the traditional view in which a sexual relationship constitutes an integral part of the life of a stable, loving couple. Relationship education is concerned with any 'personal relationship' that a child in our school might have with friends, family, school staff and members of the communities in which they live.

Definition:

RSE "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 SRE 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".

(Brook, SEF, PSHE Association, 2014: 3)

1. Aims

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

- To complement and support the work of parents.

- To prepare pupils to cope with the physical and emotional challenges of growing up and puberty.
- To give pupils an elementary understanding of human reproduction.
- To support the personal and social development of all pupils.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved.
- To better understand the nature of human relationships
- To learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- To reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To enable them to protect themselves and ask for help and support.
- To reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

2. Curriculum Content

The teaching of all relationship and sex education is set within a clear, balanced sensitive and moral framework in which pupils are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity. It will start in the Early Years by developing personal and social skills, self-awareness and respect for others. Throughout the School, different aspects of RSE will be taught through the units of the PSHE spiral curriculum.

An overview of the Learning Outcomes Specific to Relationships and Sex Education – outcomes developed from OFSTED SRE report, ‘best practice’ and the Surrey Healthy Schools documentation can be found as Appendix One.

3. Teaching Strategies

At Whyteleafe:

- It is important that a range of teaching approaches is employed.
 - Children need to acquire knowledge but also have opportunities to discuss issues openly.
 - Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes.
 - Consideration needs to be given to the organisation of group work, for example size and composition of groups, negotiating ground rules to promote a confident and secure atmosphere.
- In Year 6 some sex education may be taught in single-sex groups.

4. Parents

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are/will be provided with the opportunity to find out about and discuss the school’s programme through workshops, the school website and prospectus, displays and an open door policy.

To promote effective communication and discussion between parents and their children we notify parents through termly curriculum maps, letters and the school website about when particular aspects of RSE will be taught. We also encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner

Parental rights to withdraw their children

Parents have the right to withdraw their children from all, or part of the RSE curriculum, except for those parts included within the National Curriculum for Science (see appendix 2). Effective methods

to communicate the school approach to RSE, including the parental right to withdraw their child, are through the school website, prospectus, curriculum/information evenings and the RSE policy.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

If any parents wish to withdraw their children from all or part of the RSE programme other than those elements that are required by the National Curriculum Science order they should put their wishes in writing to the school.

5. Responding to Children's Questions

During relationship and sex lessons children may ask questions about topics which are not specifically taught as part of a planned programme. The teacher has to decide whether:

1. To answer the question right away.
2. To ask the child to wait for the answer until the class has been dismissed.
3. To contact the child's parents.
4. To deal with the question in accordance with the school's Child Protection Policy because there is a child protection issue.

As a general rule if the question is about something which is likely to be appropriate to, and relevant for the majority of the class, then it should be answered honestly, openly and right away.

All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable then the question should be referred to the Head Teacher, Deputy Head Teacher and/or the child's class teacher.

Staff should not promise confidentiality. If a child protection issue came to light, it must be reported to the head teacher who would take the appropriate action.

6. Addressing Sensitive Issues

Many conversations with staff, parents and pupils can prove delicate and must be handled appropriately and with sensitivity. Areas within the PSHE (RSE) curriculum can provide a concentrated number of sensitive topics, questions and issues. Where possible consideration should be given on how best to address issues before they arise.

Before sensitive issues are addressed, be sure to give consideration to the following:

- how emotionally safe is the person/are you feeling?
- are ground rules/agreed behaviours in place?
- are there opportunities to discuss issues on a one to one, or small group basis?
- are thought boxes/anonymous opportunities provided?
- is sufficient time available to deal with the issue?
- does a specific time need to be agreed?

- do you have sufficient knowledge/understanding to be able to help? Should someone else assist the situation?
- are shared values at the heart of the discussion?
- are you aware of any related family/community/faith/cultural issues?
- do the conversations relate to safeguarding?
- is confidentiality understood by all parties involved?
- are other sources of support available/promoted?
- would distancing techniques/scenarios help?
- do you require support in handling the situation? How can this be done effectively?
- is the age/maturity/understanding of the person asking the question being considered to ensure answers/discussions are appropriate?
- have you asked the person seeking clarification/information what they think first? – as this will provide you with more informed insight into what they are thinking/already know.
- would it be appropriate to inform them that you don't know, but will find out?

7. Use of Visitors

If visitors, for example the school nurse, are used to support the provision of relationship and sex education, the teacher(s) must ensure that:

- A preliminary meeting has taken place to ensure appropriate content.
- That the content of the school's policy is known and understood.
- That the needs of the individual class are catered for.
- The teacher is present so they can follow up the input at a later stage.
- The visitor can offer something specific and useful that the teacher cannot.
- The children have been told beforehand of the visit and are prepared. The visitor should have experience in RSE and working with children.

8. Resources

- Books, television and video programmes will be used to support the curriculum
- Parents will be invited to view these resources should they wish to do so.

9. Assessment and Record Keeping

- Long term, medium term and short term planning documents show knowledge covered by the schemes of work based on school guidelines.
- Older children will be encouraged to reflect on, evaluate and feedback on the sex and relationship education as appropriate.

10. Inclusion

Children will have equal access to the sex and relationship education unless specifically withdrawn from this provision by their parents. Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause for concern.

11. Monitoring the Policy

The policy was written in consultation with staff, and governors. It will be monitored and reviewed in line with the school monitoring policy.

Policy Originator	Emma Richards		Monitoring & Evaluation by	PSHE co-ordinator	
Date approved	October 2017	Review Date	October 2018	Review Period	Annually

Appendix 1

Learning Outcomes Specific to Relationships and Sex Education – outcomes developed from OfSTED SRE report, ‘best practice’ and the Surrey Healthy Schools documentation.

<p>By the end of EYFS most pupils should be able to:</p>	<ul style="list-style-type: none"> • Talk about what makes a family (<i>people and communities</i>) • Understand who the people are in our lives who look after us (<i>people and communities</i>) • Understand the things that make them unique (<i>people and communities / the world</i>) • Recognise that all human beings share many similar characteristics (<i>people and communities</i>) • Understand how to care for a human baby – its basic needs (<i>the world</i>) • Understand what constitutes appropriate behaviour (<i>managing feelings and behaviour</i>) • Demonstrate strategies for saying ‘no’, how and when to respond like this (<i>managing feelings and behaviour</i>) • Learn how to respect others’ feelings (<i>managing feelings and behaviour / making relationships</i>) • Name the external parts of the body using correct terminology (<i>health and self care</i>) • Understand that the body changes with growth and development (<i>the world</i>) • Learn about lifecycles of a seed, frog, butterfly (<i>the world</i>) • Discuss pregnancy and young infant care (<i>people and communities</i>)
<p>By the end of Key Stage 1 most pupils should be able to:</p>	<ul style="list-style-type: none"> • recognise and compare the main external parts of the bodies of humans including agreed names for sexual parts (PSHE and Science) • recognise similarities and differences between themselves and others and treat others with sensitivity – both on and off line • identify and share their feelings with others • consider how their feelings and actions have an impact on other people • recognise safe and unsafe situations – both on and off line • understand that their body belongs to them and certain parts are private • use simple rules for dealing with others when they feel unsure/unsafe and for resisting pressure when they feel uncomfortable or at risk. • demonstrate how they may act in a situation where they feel unsafe • identify and be able to talk with someone they trust • identify a person, or people they may talk to if they feel unsafe or unsure • understand that secrets should not always be kept • recognise bullying behaviours and know what to do in a variety of situations • identify what makes a positive relationship • consider that some people will share similar interests, and other people may have different interests/hobbies • make a friend, talk with them and share feelings • know and understand that animals, including humans, grow and reproduce (PSHE and Science) • know and understand that humans and animals can produce offspring and these grow into adults (PSHE and Science) • know and understand basic rules for keeping themselves safe and healthy • understand that germs can spread • know a variety of ways to reduce the spread of germs and infections, including washing hands and using tissues • know and understand the needs of babies and young people • discuss and explain some of the ways in which they are like and different from others that they have some control over their actions and bodies • recognise that not all families are the same • know and understand why families are special for caring and sharing. • discuss why families are special • consider the similarities and differences between people

By the end of Key Stage 2 most pupils should be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to deal with and express their feelings positively
- identify adults they can trust and who they can ask for help in a variety of situations – both on and off line
- be self-confident in a wide range of new situations, such as seeking new friends, trying a new activity/sport/hobby
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and wellbeing and that of others
- see things from other people's viewpoints, for example their friends, parents and their carers
- discuss moral questions
- listen to, support their friends and positively manage friendship problems – empathising with others
- recognise and challenge stereotypes, for example in relation to gender/race/ability
- know and use the correct terms for internal and external parts of the body
- understand that some parts of their body are private and that their body belongs to them
- understand that they can make considered and informed decisions about the choices they make
- recognise the pressure of unwanted physical contact, and know ways of resisting it
- understand consent should be sought and given, not given - and can be withdrawn (consent in the widest form, borrowing pencils, clothes, toys etc)
- know and understand that the life processes common to humans and other animals include growth and reproduction (PSHE and Science)
- know and understand the main stages of the human life cycle (PSHE and Science)
- discuss pregnancy/baby growth
- consider choices and the prevention of pregnancy - contraception
- know and understand that safe routines can stop the spread of viruses and diseases, hand washing, vaccination, use of tissues
- know and understand about the physical changes that take place at puberty, why they happen and how to manage them
- know and understand the many relationships in which they are all involved
- know and understand where individual families and groups can find help
- know and understand how the media impact on forming attitudes – including online
- know and understand about keeping themselves safe when involved with risky activities – both on and offline
- discuss the concept that their actions have consequences and be able to anticipate the results of them
- know and understand about different forms of bullying people and the feelings of both bullies and victims
- know and understand that bullying is unacceptable and explain reasons why
- know what to do if they find themselves in a range of situations where they feel unsafe
- know about, understand and accept a wide range of different family arrangements, for example second marriages, same sex couples, single parents, fostering, adoption, extended families and three or more generations living together
- consider the diversity of lifestyles
- consider others' points of view, including their parents' or carers'
- reflect upon when it is appropriate to take a risk and when to say no and seek help
- reflect upon the diversity of values and customs in the school and in the community
- understand the need for trust, love, honesty and compassion in positive relationships

Appendix 2

Required content as set down in the National Curriculum

Both Key Stages:

Children should relate their understanding of science to their personal health.

At Key stage 1:

- 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
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

At Lower Key Stage 2:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

At Upper Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Yr 6

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- that there are life processes including nutrition, movement, growth and reproduction common to animals including humans.
- the main stages of the human life cycle.