



Relationship and Sex Education Policy

Committee with oversight for this policy – Behaviour & Safety	
Policy to be approved by the Behaviour & Safety Committee	
Policy last reviewed by the Behaviour & Safety Committee	19/10/2017
Policy last ratified by the Behaviour & Safety Committee	19/10/2017
Policy / Document due for review	October 2019

Ravenor Primary School

Relationship and Sex Education Policy

1. BACKGROUND INFORMATION:

Ravenor Primary School is in Greenford. Pupils live in the surrounding areas. There are currently 664 pupils on roll, with ages ranging from 3 years (in FS1) to 11 years (year 6). Pupils come from a range of religious and cultural backgrounds, with over half of pupils with EAL and over three quarters of pupils are of minority ethnic heritage. The number of pupils with SEN is higher than average.

2. HOW OUR POLICY WAS FORMULATED:

- This policy was written by the PSHE Coordinator in conjunction with SLT. The previous policy was reviewed and adapted in response to curricular changes which were informed by the school's data and a more relevant Scheme of Work.
- Staff were consulted during INSET.
- Pupils were consulted through Ravenor School Council.
- Consultation with governors through the Behaviour and Safety committee.
- Parents were consulted during parent workshops throughout the year.
- The policy was then reviewed and adapted in response to these inputs.

3. RATIONALE:

Relationships and Sex Education is an important part of a child's preparation for adult life. It 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. RSE knowledge and skills are developed from FS1 to Year 6 and are incorporated into our PSHE scheme of work (Ealing PSHE Scheme of Work 2017) at an appropriate age and developmental level.

4. AIMS:

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. RSE has 3 main strands:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

RSE contributes to the foundation of PSHE by ensuring that all children:

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

RSE will:

- Provide appropriate information which is easy to understand and relevant and appropriate to the age and maturity of the children;

- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.
- Be responsive to differing needs and backgrounds.
- Prepare our pupils for transitions and later life.
- Help our pupils to develop skills to negotiate and resist unwanted pressure.
- Give our pupils a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships

5. MORAL AND VALUES FRAMEWORK:

At Ravenor Primary School we recognise that children's self esteem and emotional well being is central to their development. We develop the children's self esteem and emotional well being through our positive behaviour strategies (see behaviour policy), Circle Time, Working with Others and our PSHE curriculum. Through having respect for others, themselves and their actions in a range of contexts, our pupils learn how to form and maintain relationships as a life skill. This is central to RSE as it is taught in the context of relationships.

6. EQUAL OPPORTUNITIES STATEMENT:

All staff will give every pupil the chance to experience, participate and achieve the understanding of relationships and sex education. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Teachers will plan a variety of activities which will help to engage boys and girls, matching their different learning styles. Single sex groups may be important for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups, although this is not compulsory. Single sex groups may be used at the teacher's discretion. PSHE co-ordinator will ensure that materials and teaching do not conflict with religious or cultural principles by inviting parents and carers to view materials and resources before they are used.

7. IMPLEMENTATION:

Content of RSE in the curriculum:

The Legal Requirements of Sex Education Provision are National Curriculum Science at Key Stages 1 and 2. These areas are statutory.

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

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.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Provision of RSE (PSHE Framework 2017)

FS1	FS2
<ul style="list-style-type: none"> • To explore the feelings of loss • To explore feeling lonely • To identify important and special people in our lives • To identify qualities of a good friend • To identify what makes us happy or sad • To identify basic ways to use medicine correctly • To explain how to manage difficult feelings 	<ul style="list-style-type: none"> • To understand the terms fair and unfair and identify what is fair and unfair • To understand how we can keep ourselves clean • To explore different types of families • To identify special people in our lives and explain why these people are special • To begin to break gender stereotypes • To begin to challenge gender stereotypes • To explain how to use medicine safely • To identify how things can change • To explain why change is good
Year 1	Year 2
<ul style="list-style-type: none"> • To identify the qualities of a good friend • To explain what a compliment is and why it is important • To recognise our achievements • To identify places and people who make me feel safe • To explain why these places make us feel safe • To explain why good friends are important and explore how to make new friends • To understand what 'bad' secrets are • To explain how to keep ourselves clean. LINK TO RSE • To explain how we have changed since we were born. LINK TO RSE • To explore different types of families. LINK TO RSE. 	<ul style="list-style-type: none"> • To identify the qualities of a good friend • To explain how to keep ourselves safe. LINK TO THE PANTS RULE • To understand they have the right to say 'no' to unwanted touch. LINK TO RSE • To identify differences between male and female. LINK TO RSE • To focus on differences and naming body parts. LINK TO RSE • To understand what pride is and identify what makes us proud • To understand what makes a good friend • To identify how we can be a good friend.
Year 3	Year 4
<ul style="list-style-type: none"> • To identify the qualities of a good friend • To explore the differences between males and females and to name the body parts. LINK TO RSE • To consider touch and to know that a person has the right to say what they like and dislike. LINK TO RSE • To explore different types of families and who to go to for help and support. LINK TO RSE • To identify positive thoughts and how positive thoughts can affect us • To explore the concept of self-talk and identify how this can help us • To identify what makes a good healthy relationship and explain what makes a good friend • In our FGM lessons: • To know you can say no to bad touch • To understand the FGM is not a rite of passage 	<ul style="list-style-type: none"> • To identify the qualities of a good friend • To explore the human life cycle. LINK TO RSE • To identify some basic facts about puberty. LINK TO RSE • To explore how puberty is linked to reproduction. LINK TO RSE. • To understand a growth mind-set and how it can affect us • To understand rights in a friendship and to explain why it is important to know these rights • To understand responsibilities in a friend and explain why it is important to know these responsibilities. • In our FGM lessons: • To understand aspects of discrimination • To understand that every individual no matter what their gender should be treated with equal respect and opportunities.

Year 5	Year 6
<ul style="list-style-type: none"> • To identify the qualities of a good friend • To explore the emotional and physical changes occurring in puberty. LINK TO RSE • To understand male and female puberty changes in more detail. LINK TO RSE • To explore the impact of puberty on the body and the importance of physical hygiene. LINK TO RSE • To explain what it means to belong and explain why belonging is important • To identify places where we feel we belong • To understand benefits of a growth mind-set and explain how to develop a growth mind-set 	<ul style="list-style-type: none"> • To identify the qualities of a good friend • To consider puberty and reproduction. LINK TO RSE • To consider physical and emotional behaviour in relationships • To explore the process of conception and pregnancy. LINK TO RSE • To explore positive and negative ways of communicating in a relationships. LINK TO RSE • To understand how to develop positive self-talk • To explore positive friendships and explain what makes a friendships successful • In our FGM lessons: • To understand how beauty is portrayed around the world. To know I have the right to say no.

The Ealing PSHE Scheme of Work is used and adapted to meet the needs of our children. This scheme of work is used in conjunction with the Christopher Wintour project to deliver RSE sessions. Each class has a weekly PSHE session, using the Ealing Scheme of Work.

All teacher deliver RSE in the Summer Term, they use the Christopher Wintour resources to teach these lesson and FGM is taught in explicitly in Key Stage 2 and is adapted to support the needs to the children.

ORGANISATION OF RSE

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health Education (PSHE) and Science.

RSE is delivered by class teachers who receive training and support from the School Health Advisor and the PSHE co-ordinator. RSE sessions are delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Circle time activities have an emphasis on being safe, raising self-esteem etc. Sometimes visitors from external agencies help us to deliver RSE in our school (such as the School Health Advisor). (See Visitors Policy).

EXAMPLE OF VISITORS POLICY:

- Visitors are invited to the school because of a 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 RSE 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.
- The school will continue to liaise with the local secondary schools to ensure that the programme for RSE is continuous at KS3.

RESOURCES:

- The variety used, e.g. fiction, leaflets, videos/DVDs, puppets etc.
- How they are chosen
- DVDs
- Christopher Wintour lesson plans and resources

Decisions on resources may arise following discussion at RSE insets and/or amongst your working party meetings.

Some young women and young men from some minority ethnic communities may rely on schools as their main, and sometimes only, source of relationships and sex education. Parents will be consulted both on what is included, and on how it is delivered. For example, for some children it is not culturally appropriate to address particular issues in a mixed group. Consulting pupils and their families will help to establish what is appropriate and acceptable for them.

8. ASSESSMENT & EVALUATION OF LEARNING AND TEACHING:

In the Foundation Stage evidence of pupil's knowledge and skills in PSHE will be recorded through observations and photos; these will then inform the Foundation Stage Profile (FSP) for each individual child. FSP data and gap analysis will be used each year to inform planning for pupil's needs in Year 1 and to identify needs with the Foundation Stage regarding PSHE.

In Key Stages 1 and 2 RSE will be evaluated after individual lessons and units of work by teachers. Pupils will also self assess skills learnt within PSHE. These will inform end of Key Stage Statements (including emotional Literacy Statements) which are used to assess PSHE and are included on end of year reports.

Data from the Health Related Behaviour Survey (every two years) will be analysed for pupil needs which will inform planning.

SCIENCE ASSESSMENTS

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

9. SPECIFIC ISSUES WITHIN RSE

Confidentiality

There may be rare occasions when a primary school teacher is directly approached by a primary aged child who is sexually active or contemplating sexual activity. This should be viewed as a child protection issue. There is a designated a member of staff to deal with these rare incidents.

In such cases the teacher should approach the Child Protection Officer. Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Child Protection

With respect to child abuse and protection procedures, refer to the separate child protection policy. Any concerns should be reported immediately to the designated child protection teacher.

Partnership with Parents

Ravenor Primary School is committed to working with parents. Under the 1993 Education Act, pupils can be withdrawn by their parents, from part of the relationships and sex education programme that is outside the compulsory elements of sex and relationships education in the National Science Curriculum. Parents wishing to exercise this right are invited to contact the head teacher or PSHE co-ordinator who will explore the concerns and the possible impact that withdrawal may have on the pupil and will talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimized. Once a pupil has been withdrawn they can not participate in relationships and sex education until the request of removal has been removed.

Answering Difficult Questions

Staff are aware that when teaching RSE difficult issues can arise and that opinions may vary. We ensure that all opinions are valued and RSE issues are taught without bias. This is done by setting 'Ground Rules' with each class to ensure everyone respects others opinions.

"Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class".

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; they can be addressed individually later. The SLT support individual teachers in using their discretion and skill in these situations and can refer to the Headteacher or child protection officer if they are concerned.

The following are protocols for discussion based lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - They will be covering that at a later stage in their RSE

Ravenor 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. Homophobic bullying is dealt with strongly yet sensitively (see Anti Bullying Policy). The school liaises with parents on this issue to reassure them of the content and context.

Within the context of talking about relationships, children will be taught about the nature of marriage and its importance for family life and for bringing up children. We recognise that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area is sensitive so as not to stigmatise children on the basis of their home circumstances.

Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

Female Genital Mutilation

There may be rare occasions when a concern regarding female genital mutilation (FGM) may arise during RSE sessions. All staff are trained every two years in recognising the signs of FGM and what to do if you suspect a child is at risk of FGM or has already experienced FGM. This should be viewed as a child protection issue. There is a designated member of staff to deal with these rare incidents.

In such cases the teacher should approach the Child Protection designated teacher. Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained

Preparation for puberty

- Timing of the programme specific to the individual needs of the children.

Support for boys & girls

- Including support regarding menstruation.

Dissemination:

- All staff members and governors receive a copy of the RSE policy.
- Training is regularly delivered to staff on the policy content.
- Copies of the RSE policy are available from the school office on request from parents and on our website.