

Long Knowle Primary School



Relationship and Sex Education Policy Statement

Based on Wolverhampton Local Authority Exemplar Statement

Draft adopted by Staff and Governors: 7.11.19

Next Review: July 2020

Rational and Ethos

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This has been identified by our Health Survey 2018 in our top three priorities; obesity prevention, oral health and Relationships and sex education.

This updated policy aims to offer additional support on new issues not included within existing guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related School policies and documents include the PSHE & Science Schemes of work, Safeguarding, Confidentiality, Behaviour, Inclusion, Equality Policy, E-safety policy.

At Long Knowle Primary School we believe that Relationships and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school.

Effective RSE at Long Knowle Primary School is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a more strategic level between the local authority, local faith communities, Health professionals, partners in children's services and the voluntary community.

At Long Knowle Primary School we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Long Knowle Primary School believes that Relationships and Sex Education (RSE) has three main elements: -

Attitudes and values – developing a moral code

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups.
- Learning the value of love, respect and care; honesty and loyalty in relationships.

- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills – important life skills

- Personal skills
- learning to manage emotions and relationships confidently and sensitively
- developing self-respect, and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- taking responsibility for one’s own actions and learning
- Communication skills
- Listening sensitively to others’ opinions
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment
- Reflecting on and evaluation information and opinions, and understanding the impact of external factors, such as the media, Internet and peer pressures.
- Being assertive and an independent decision maker

Negotiating with friends and others

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgement about what to do, and acting accordingly
- Solving problems
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
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Knowledge and Understanding

- Learning and understanding physical development through age appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.
- Knowing what is and what is not illegal in matters relating to sexual activity.

Roles and Responsibilities

Those involved with the development of this policy include the PSHE Lead, Local Authority advisor/SIA , teaching staff, parent representatives and the Head teacher. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs.

The PSHE lead, Head Teacher and other professionals will deliver training and resources to key staff members who teach timetabled lessons, and will monitor and report to the School Link Governor, Head Teacher and Governing Body at Long Knowle Primary School

The Headteacher will be responsible for – oversight of curriculum/policies, deals with issues or concerns.

The LA advisor can support with subject development, sharing best practice, updating any national guidance/training and LA trends.

The Safeguarding Lead will be responsible for checking the policy for safeguarding compliance and dealing with safeguarding matters should they arise.

Parents/ carers are responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

Legislation (statutory regulations and guidance)

We are required to teach Relationships Education/RSE as part of current curriculum advisory guidance on PSHE until August 31st, 2020. From September 1st, 2020 we will be teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)

-From July 2020 will also include Relationships Education, Relationships & Sex Education (RSE) and Health Education Statutory Guidance (published July 2019).

Curriculum Design

Our RSE program is an integral part of our whole school PSHE provision. It also is supported by statutory requirements as set out in the National Curriculum for Science. Details of our curriculum can be viewed via our school curriculum planning on the school website. We use a variety of approved resources and external visitors to deliver our RSE Health & Relationships curriculum. The curriculum model we use is based upon best practice as established by national organisations such as PSHE Association, Sex Education Forum, Brook Advisory Service, Local Authority resources, Project Give. This will ensure that our delivery is age and stage relevant. Our approach will ensure inclusivity as part of our school ethos. Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on topic and year group. Please refer to curriculum planning document for PSHE.

Each Key Stage will use:

- PHSE curriculum time. (See Nurturing Programme, social groups, Wolverhampton RSE KS1 & KS2 programmes of study)
- Cross curricular activities in other subjects (see links to Science Curriculum 2014, Assembly themes)
- Health professionals, special activities and school events ('Puberty Pack' lessons in Years 5 & 6 – updated in 2015 forming part of the Wolverhampton RSE KS2 programme of study, Project Give in Years 4,5,6)
- A wide variety of active learning methods, e.g. drama, role play, discussions, art, ICT, circle time

As a result of our curriculum planning, Relationships and Sex Education should empower the children at our school to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
- Mature, build up confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, to be able to lead confident, healthy, independent lives.
- Know about their bodies and be able to name/describe the parts and functions.
- Protect themselves and ask for help and support.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.

- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
- RSE can assist and support parents in the difficult and changing role of education their children about relationships and sexual matters.

Safe and Effective Practice

We will ensure a safe learning environment by following our school policies.

Staff will be trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions anonymously (**eg Ask It Basket etc.**)

All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by internal and external staff e.g. PSHE Lead, Safeguarding Lead, SLT, LA advisor.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom (or the school's RSE policy), provision would be made to meet the individual child/young person's needs.

This may involve referring the child/young person back to their (parent/carer, School Nurse, or an external agency like a young person's health drop-in service, Walk in Centre or their Dr for an answer or seeking advice from the PSHE Lead, Head teacher or Safeguarding officer.

During PSHE lessons and discussions staff will establish clear ground rules with pupils to ensure pupils feel safe, listened to and supported. Although most aspects of RSE teaching will be delivered to mixed gender groups, some aspects will be split into single gender groups e.g. Puberty lesson in Year 5.

We will address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations, e.g. it is acceptable for boys to show emotion and cry, and girls to have high job aspirations.

We will encourage and support communication between genders and improve understanding by girls and boys playing and working together, linking to the Equality Act and the LA transgender policy.

Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed and appropriate differentiation may be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors will be familiar with and understand the school's RSE policy and work within it as they will be sent a copy as part of the teaching agreement. As part of school entry to site all visitors are signed into school with appropriate identification.

As per the Safeguarding policy, visitors are supervised/supported by a member of staff.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or Designated Safeguarding Lead (or Deputy DSL) if there is a risk of harm to the child.

Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/DSL/DDSL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex

education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

Engaging Stakeholders

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school in:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Talk with their children about feelings and relationships

We will endeavour to make as much information as possible available to support parents in to encourage full involvement. We will consult parents on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty. The RSE programme and policy will be made available to parents before the programme begins. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator or Head Teacher/DHT/AHT.

We also recognise that ***currently parents have the right to withdraw their children from RSE apart from content covered in the national curriculum for science***. We are aware that parental rights will change with the introduction of the 2020 guidance on Relationships and Health education.

As a school we have taken measures to ensure that by developing sensitive, inclusive policies and practices, and teaching within the agreed framework of our policy, we aim to reassure parents and prevent children from missing aspects of the work. Should any parents request the right to withdraw their child from RSE education, we would encourage them to make an appointment with the Headteacher/PSHE lead to discuss any concerns they may have with the curriculum. Any student whose parental request has been approved will be withdrawn from the programme to be taught elsewhere in the school; either on an individual basis in RSE or a different subject as pre-arranged.

Personal and/ or specific issues relating to individual students will be referred to his/her teacher and dealt with on a one to one basis considering confidentiality and child protection procedures.

We welcome parents' comments at any time on this policy or the teaching emanating from it.

During the academic year of 2019 – 2020 Parents will be consulted regarding the proposed curriculum and policy to be delivered from 1st September 2020 onwards. This will be done by alerting parents that the new policy and curriculum will be available to view on the school website and that comments will be welcomed. Prior to this school governors and any parental partnership groups will have been consulted regarding new changes. Any complaints about the content or delivery of RSE should be addressed to the Head Teacher.

*From 1st September 2020 parents will no longer have the right to withdraw their children from **Relationships & Health Education** in primary schools. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faiths, ethnicity and culture of our community. We will welcome parental views of our PSHE/RSE curriculum and there will be **a period of consultation in***

the summer term of 2020. Parents will have the right to withdraw children from any sex education that is not part of the national Curriculum Science programme.

Monitoring and Evaluation

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the PSHE Coordinator role). They will monitor the impact of the policy on children's learning, and report to SLT, who will assist the headteacher to report to the governing body. All monitoring will follow school policy.

Student voice in determining curriculum.

Throughout RSE lessons, pupils will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all pupils.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns. Pupils in Key Stage 2 will be able to voice opinions on resources/ external agencies used and whether, on reflection, the curriculum addressed their needs during earlier key stages.

Policy review date

This policy will be reviewed in the academic year 2019/20 to ensure compliance with new statutory guidance. Following this review, it will be reviewed biannually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.

Signed by:

PSHE Lead: Miss C. Mason

Headteacher: Ms K. Elliot

Governing body representative: Mrs A. Dance

Date: 7.11.19