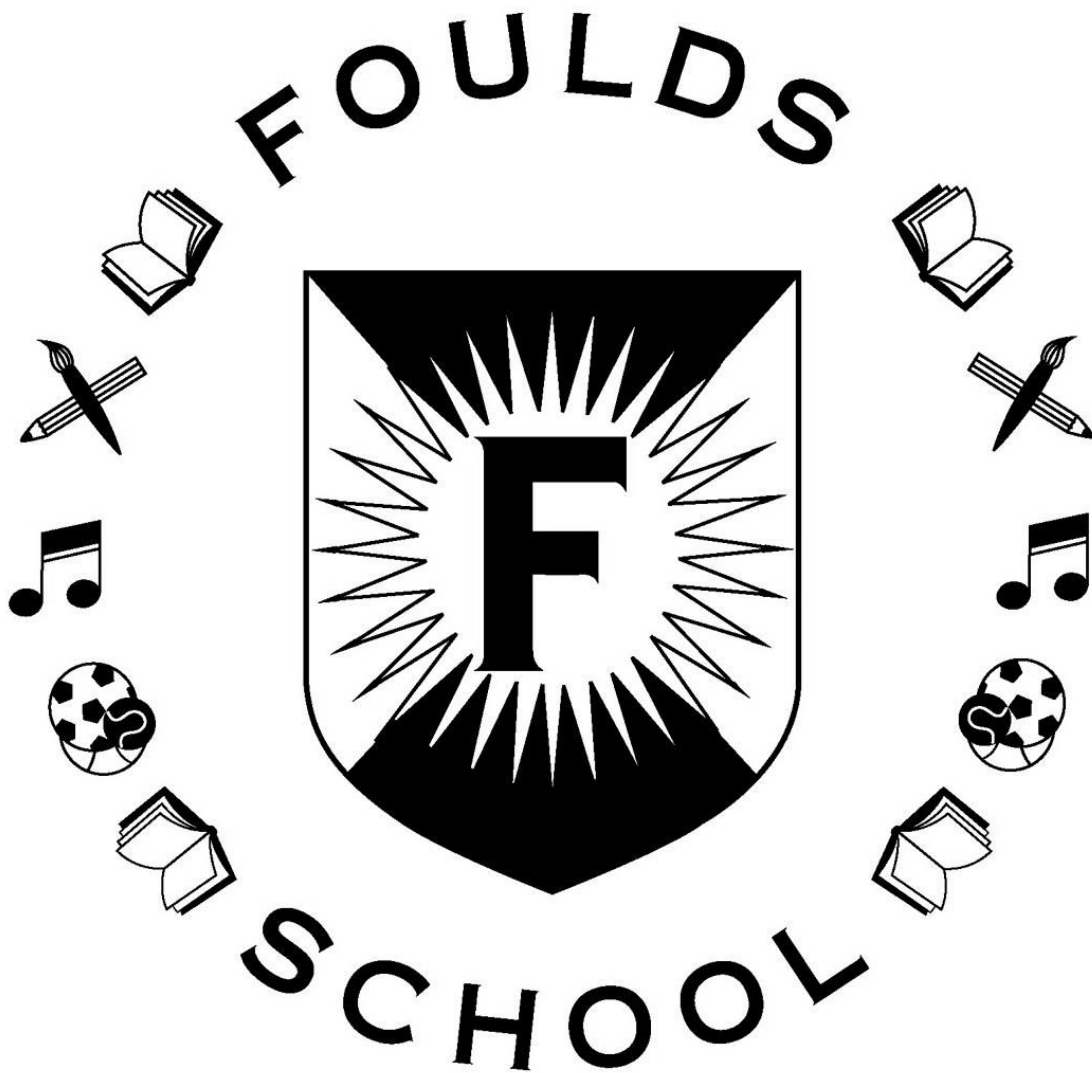


FOULDS PRIMARY SCHOOL



Relationships and Sex Education Policy

Updated: Summer 2018
Review date: Summer 2021

Member(s) of Staff Responsible: Head Teacher, PSHEE Co-ordinator

Background information on the school and its community

Foulds is a school for girls and boys from Reception to Year 6 and serves a community which is diverse in its cultural, social and economic constitution.

Short description of the process on policy development and consultation

This policy has been written by Lynnette Cook, the PSHE co-ordinator in conjunction with the head teacher, Helen Browett, and following external consultation from the Christopher Winter's Project.

Single Equality:

The teaching and learning of Relationships and Sex Education will take into account the Equality Act of 2010 and care will be taken to ensure that no groups are disadvantaged, with reasonable adjustments being made.

Foulds is committed to equality of opportunity in all aspects of school life. There is support for children with SEN and those whose first language is not English. We will take into account the balance of boys and girls within a class, ethnic origin and cultural values when delivering RSE. Full participation of both boys and girls is encouraged and care is taken that delivery of RSE does not disadvantage any gender group. We will also consider learning styles and literacy levels to ensure all children can access the curriculum. Materials and teaching strategies will reflect the diversity in our world.

Definition of Relationships and Sex Education (RSE)

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching." (DfEE Guidance 0116/2000)

Aims of RSE in the school

Through RSE we aim to:

- enable our pupils to better understand the nature of human relationships;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.
- raise pupils' self-esteem and confidence especially in relationships with others.
- prepare pupils for the changes that occurs to their bodies, minds and emotions as a positive process of growth from childhood to adulthood.
- help children gain access to information and support.

The school will work towards these aims in partnership with parents, carers, young people and the wider school community.

Moral and Values Framework

The sex education programme, as part of the PSHEE curriculum, will reflect the school ethos and demonstrate and encourage the following values:

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

The schools approach to RSE consists of:

- The taught National Curriculum Science Programme of Study.
- RSE modules within each Key Stage delivered within a planned PSHEE programme.
- Pastoral support for pupils who experience difficulties.
- Provision of appropriate information through leaflets and books.

Here is a summary of that content as set out in the DfE's Guidance 0116/2000:

PSHEE & Citizenship

At primary school level relationship and sex education should contribute to the foundation of PSHEE and Citizenship by ensuring that all children:

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

National Curriculum Science

Key Stage 1

Year 1 pupils 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

Year 2 pupils should be taught to:

- 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

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- 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 stages 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.'

Department for Education, September 2013

Topics and themes will be repeated from Reception to Year 6 in greater depth, taking account of the pupils' development – the table below shows our curriculum map. The writing in red indicates where and when RSE is covered through the science or PSHE curriculums. In Year 5/6 specific SRE lessons are taught.

Foulds School RSE Primary Curriculum overview Adapted from RSE Pan Curriculum for London: A practical guidance – 2009: www.younglondonmatters.org (now archived) and using the Christopher Winter's Project Resources

T O P I C S	EYFS	Key Stage 1		Key Stage 2			
	EYFS	Year 1/2 Even Cycle	Year 1/2 Odd Cycle	Year 3/4 Even cycle: SEAL Changes	Year 3/4 Odd cycle: SEAL Relation-s hips	Year 5 Odd and Even Cycles SRE	Year 6 Odd and Even Cycles SRE
Myself and Others		Looking After the Body Term 3, Science	Body Parts Term 2, Science	Difference s Male and Female	Family Difference s	Talking About Puberty Your questions answered	Talking About Puberty Your questions answered
Family Network s		How do we keep healthy? Term 3, Science	Differences Boys and Girls Term 2, Science	Growing and Changing	Safety	Reproduct -ion Your questions answered	Reproduct -ion Your questions answered
Body Aware- ness			Family Term 3, SEAL	What is puberty? (Year 4 girls only)	What is puberty? (Year 4 girls only)	Health of mother and baby – parental roles Your questions answered	Health of mother and baby – parental roles Your questions answered
Hygiene							Building Good Relationsh -ips
Life cycles							Family Units

A Whole School Approach

The whole school community have a part to play in the successful delivery of RSE.

- The senior management team (SMT) are responsible for making sure the RSE curriculum is being delivered across the school.
- The RSE co-ordinator will provide the lesson plans, resources and literature needed.
- Teaching staff are responsible for making sure the lessons do get taught at the correct time.
- The learning mentor or other teaching assistants may well be asked to support children, and it will be suggested to the children that these people are among the members of staff they may go to for support.
- The school nurse may be called in to discuss issues of hygiene or puberty.
- Feedback and comments made by the children are taken into account and used to plan the direction of follow on lessons.

The Delivery of RSE

The programme will be delivered by class teachers as part of science or PSHEE lessons except in Year 5 and 6 where they have dedicated RSE lessons. The children will remain in their normal classes for RSE lessons and will be unaware that they are doing RSE, except in the following cases:

- Year 4 girls will be taught about periods on their own
- Year 5 and 6 have opportunities to ask questions in single sex groups.
- Year 6 do two lessons on their own (please refer to curriculum map on page 4).

In the delivery of RSE teachers will use a variety of appropriate teaching methods and resources:

- Good quality teacher led discussion and questioning.
- Variety of teaching strategies adopted to suit different learning styles –visual, aural and kinaesthetic
- Enquiry based activities: asking key questions and interpreting evidence.
- Use of existing children's knowledge to prompt new facts and ideas.
- Use of a variety of I.C.T programmes and DVDs to support and develop learning.
- Circle time used to develop discussions and answer questions.
- Use of message envelope to allow children to ask questions they may not want to say out loud.
- Single gender groups used when deemed appropriate and relevant

Teachers will also use other teaching methods to enable pupils to learn about RSE that are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

Whenever RSE appears in the school's PSHEE programme the parents will be informed about the issues to be covered and seek their support in exploring these issues in the home context.

Resources

We are using an adaptation of the Young London Matters curriculum map and a range of resources are used:

- Channel 4 'Living and Growing' resource
- Christopher Winter 'Teaching RSE with Confidence in Primary Schools' resource
- Croydon Healthy School scheme of work

The school uses a wide variety of resources, including DVDs and books. Parents will be given a chance to view the resources, including videos, which the children will be seeing. They may also borrow them from school to support the sex education of their children in the home context.

Differentiation

When planning and delivering RSE we will ensure that all children, including those with special needs, are working towards his/her achievement level by:

- Providing a stimulus for the lesson.
- Planning appropriate tasks.
- Using materials, resources and strategies geared to individual levels of skill and understanding.
- Referring to I.E.P.s when appropriate

The teaching and learning of Relationships and Sex Education will take into account the Equality Act of 2010 and care will be taken to ensure that no groups are disadvantaged, with reasonable adjustments being made.

Answering Difficult Questions

We encourage an ethos where children feel secure and confident to ask questions and a great deal of the teaching in all year groups uses question/answer sessions. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later.

The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the scientific names for body parts will be used
- Meanings of words will be explained in a sensible and factual way; and
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head Teacher if they are concerned.

Assessment

Elements of sex education in the science curriculum will be assessed formally.

The effectiveness of the RSE procedure and teaching will be assessed through the children's knowledge and confidence to talk about the issues raised. Teachers may keep their own personal evaluation of each lesson.

Parental feedback and up to date advice from the borough will also be used to determine the successfulness of RSE at Foulds.

It is the responsibility of the PSHEE and Science co-ordinators to ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHEE.

It is the responsibility of the PSHEE co-ordinator to:

- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the schools programme

Therefore it is the responsibility of the school to give the co-ordinator time to monitor and evaluate the school's RSE programme as it occurs in the school's schemes of work for each Key Stage.

Procedure to adopt in the event of a child protection disclosure

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE, including the possibility of a disclosure relating to neglect, physical, emotional or sexual abuse. Where a member of staff is concerned that a child protection issue is arising, they will report it to the Designated Safeguarding officers within the school.

Confidentiality

Where there are no safeguarding concerns, a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she/he is to talk to the child protection teacher who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process. Child protection procedures override any confidentiality agreements.

Use of Visitors

There are various people who can resource and support school based RSE. These people may include parents, the Children and Young People's Nurse attached to the school, religious or health professionals.

Parental right to withdrawal from RSE

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education contained in the science National Curriculum.

Parents wanting to exercise this right are invited to see the Class Teacher and then the Head Teacher. They will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. They will talk with

the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. If a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Dissemination and review of policy

The Head Teacher is responsible for the implementation and monitoring of this policy. The PSHEE Co-ordinator/Headteacher will report back to the Governors' Curriculum Committee when reviewing this policy.

All staff members and governors will receive a copy of this policy and it will be uploaded to the Foulds website and to Google Drive. A copy is available to parents, from the school office on request. The policy has been fully discussed in a governors' meeting and staff meeting.