

Broom Barns School Stevenage

Relationship and Sex Education (RSE) Policy

September 2015

Definition of RSE Relationship and Sex Education

(SRE) has been renamed as RSE: Relationship and Sex Education (RSE) to emphasise the relationships aspect of RSE. This was one of the recommendations from the Commons Education Committee Feb 2015

Sex and Relationship Education is not just learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships with** others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Purpose of the Relationship and Sex Education Policy

Producing an up to date RSE policy is the statutory responsibility of the governing body. The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils

Links to other policies

This policy links to the PSHE and Citizenship policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Science Policy and E-Safety Policy. Our provision of RSE is part of our approach to support the health and wellbeing of children

Why teach RSE at primary school?

- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on line content
- It is a statutory part of the science curriculum covering the biological aspects of RSE

Values promoted through RSE

Our RSE programme promotes the aims and values of our school which include

- The sanctity of marriage; valuing family life and stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships for bringing up children
- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships

Aims for RSE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

Content and Organisation

What language will be used when talking to children about RSE?

Often children are given 'pet' names or 'baby' names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a 'new subject' with language that is also very strange to them. At Broom Barns, we wish to empower children to talk openly and comfortably about their bodies. Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. We aim that by the time they need to talk about puberty, these words won't feel uncomfortable for them.

Where is RSE taught?

The relationship aspect of RSE is significantly developed through children's Religious Education. In its wider sense, RSE will be taught through a planned programme PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years e.g. body changes in relation to puberty in Year 5 and reproduction in Year 6. We ensure that the same messages about being safe on line are taught through RSE as in Computing.

What is taught in each year group?

We have a statutory duty to teach the RSE elements of the science national curriculum, See Appendix 1 for the RSE aspects of statutory science

- The content is based on the RSE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Broom Barns scheme of work and 'living and Growing' resources

Who teaches RSE?

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a mum with their baby. If visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty

How is RSE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender. This is mostly applicable when they learn about body changes through puberty and about reproduction.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as aspects of the Channel 4 DVD 'Living and Growing' and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils

know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Assessing RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science, PSHE and citizenship.

Monitoring and evaluating RSE

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught.

Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality. We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Giving parents the content of the RSE teaching programme via the curriculum page on the website as an appendix to this policy
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

Disseminating the policy

A copy of this policy is on the school website. Copies are also supplied to visitors who are involved in providing RSE in school

RSE Policy monitoring and review

Member of staff with responsibility- Jackie Phillips

Governor with designated responsibility – Shelley Martin

Agreed by the Governing Body on Nov 2015

Date of review September 2017

Appendix 1 RSE and science in the National Curriculum

Key Stage 1

Year 1 (new curriculum from September 2014) Animals, including humans 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 (from September 2015) Animals, including humans • 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. Non-statutory Guidance Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3 (new curriculum from September 2014) No content linked to RSE

Year 4 (new curriculum from September 2014) No content linked to RSE

Year 5 (new curriculum from September 2014) Living things and their habitats • Describe the life process of reproduction in some plants and animals. Non-statutory guidance Pupils should find out about different types of reproduction, including sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. Animals, including humans Describe the changes as humans develop to old age. Body Changes at Puberty Non-statutory guidance Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 (from September 2015) No content linked to RSE

Appendix 2 RSE and the non-statutory guidance on PSHE and Citizenship

Key Stage 1

Developing confidence and responsibility and making the most of their abilities

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way Preparing to play an active role as citizens

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school Developing a healthy, safer lifestyle

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body Developing good relationships and respecting the differences between people

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

End of key Stage Statements for PSHE and Citizenship

Children can recognise and name feelings and express positive qualities about themselves.

They are developing confidence in sharing their views and opinions.

They can name the parts of the body

They can recognise how their behaviour affects other people and cooperate with others

They can identify and respect differences and similarities between people and understand way that family and friends should care for one another

Key Stage 2

Developing confidence and responsibility and making the most of their abilities

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

3b that bacteria and viruses can affect health and that following simple safe routines can reduce their spread

3c about how the body changes as they approach puberty

Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability

4g Where individuals, families and groups can get help and support

End of key Stage Statements for PSHE and Citizenship

Children can demonstrate that they recognise their own worth and that of others

They can express their views confidently and listen to and show respect for the views of others

They can identify positive ways to face new challenges

They can discuss some of the bodily and emotional changes at puberty

They can identify some factors that affect emotional health and well-being

They can identify different types of relationship, and can show ways to maintain good relationships). They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

They can debate, explain their views and listen to others and consider different alternatives

Appendix 3 Outline of RSE Programme

		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Years 1,3,5	PSHE/SEAL	WE'RE ALL STARS! Community Rights and responsibilities Getting to know each other Working together	BE FRIENDLY, BE WISE Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors	LIVING LONG, LIVING STRONG SRE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation	DARING TO BE DIFFERENT Identity and self esteem Difference and diversity Peer influence and assertiveness	DEAR DIARY Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support	JOINING IN AND JOINING UP Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities
Years 2,4,6	PSHE/SEAL	IT'S OUR WORLD The wider community and local democracy Rights and responsibilities Environmental awareness and sustainability issues	SAY NO! Drugs Education: medicines and legal drugs Drugs Education: illegal drugs and risk-taking behaviour Feeling safe Anti-bullying	MONEY MATTERS Understanding finance and money Shopping and budgeting Risk and debt Goal-setting and motivation	WHO LIKES CHOCOLATE? Fair trade Globalisation Inequalities Hunger and poverty Media and stereotyping	PEOPLE AROUND US Global citizenship Different identities around the world Challenging prejudice Support networks - relationships and families	GROWING UP SRE: Differences; Growing up; Puberty & reproduction Managing change Preparing for transition
	Whole school focus	Rewards and consequences, school rules Setting up a School Council Black History Month Macmillan coffee morning	National Anti-Bullying Week Save the children Day Remembrance Day British Values	e-safety Week Recycling Week Holocaust Martin Luther Day British Values	International women's Day Red Nose Day International book Day British Values	Disability Awareness Day Jeans for Genes Day Road Safety Week British Values	Bikability Road Safety Summer Fayre Summer reading challenge Refugee Week British Values