

Norden Community Primary School

Relationships and Sex Education (RSE) Policy

This policy has been developed in accordance with DfE RSE guidance (2000) (Ref: DfEE 0116/2000) and Rochdale Local Authority guidance for writing an RSE policy 2011 and PSHE Association 'Guidance on producing your school's RSE policy' 2013.

School:	Norden Community Primary School
Date written:	November 2011
Staff responsible:	Linda Cotton Headteacher, Sarah Hudson PSHEE subject leader
Details of approval by governors:	Approved Spring term 2012

Context/Introduction

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive relationships and sex education does not make young people more likely to become sexually active at a younger age.

Norden Community Primary School is a larger than average primary school situated in the semi-rural village of Norden, with 411 pupils on roll, ranging from Nursery age to Year Six. Norden is a mixed sex school. The majority of pupils attending live locally, with an increasing number of children travelling from the nearby town of Rochdale. The percentage of pupils entitled to a free school meal is below the national average. The proportion of pupils from minority ethnic backgrounds represents a quarter of the school. The majority of pupils are of white British heritage. The percentage of pupils with special educational needs and/ or disabilities is below the national average.

This policy has been written through a consultation process with the Personal, Social, Health, Emotional and Economic (PSHEE) subject team and the Rochdale Authority lead for PSHEE and Healthy Schools. The policy is ratified by the Headteacher and governors and shared with the rest of the teaching staff. A copy of this policy is also available on request from the school office.

Context for Relationships and Sex Education

According to the 2000 DfEE guidance, Relationship and Sex Education (RSE) 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.'

Under the 1993 Education Act, Governors of maintained primary schools in England and Wales must ensure that where RSE is taught, it is supported by an RSE policy. The 2000 DfEE guidance also states that 'all primary schools have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.'

Research evaluations have found that good quality RSE can lead to positive health and behavioural outcomes. RSE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues. We believe that pupils have an entitlement to learn about relationships and sex as part of the wider PSHEE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views. We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity.

Our aim is to:

- To provide an effective RSE programme using the Social and Emotional Aspects of Learning (SEALs) documents, the Science curriculum and our Personal, Social, Health, Emotional and Economic Education (PSHEE) schemes of work, which meets the needs of all our pupils;
- To provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality and physical development.
- To educate against ignorance, sexism and prejudice and promote equal opportunity.
- To establish what pupils know, understand, think and feel and identify their needs.
- To explore family life, especially different family structures and the implication of being a parent.
- To ensure our curriculum adapts with ever changing needs, for example to include digital safety and grooming.

The programme will reflect the school ethos and demonstrate and encourage the following values.

Respect for self

Respect for others

Responsibility for their own action

Responsibility for their family, friends, school and wider community

Sex Education will be taught with a close partnership between home and school (whether in school or on educational visits).

Norden Community Primary School believes that relationships and sex education will be developmental and a foundation for further work with the secondary school. It therefore provides support for the personal, moral and social development of all pupils, ensuring that they have access to clear information about sexual health. It develops their awareness and understanding of their own sexuality and others in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility, free from any abuse.

RSE should:

- Provide accurate information about and increase understanding of sexual development;
- To develop a sense of mutual respect and care for others;
- Increase pupils self-esteem;
- Develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness, and how to keep themselves safe;
- Be current and relevant focusing on issues which will affect our pupils in their future lives.

The relationships and sex education programme will:

- Provide information which is easy to understand and **relevant and appropriate** to the age and maturity of the pupils and is up to date with our ever evolving society.
- Include the development of communication and social skills.
- Encourage the exploration and clarification of values and attitudes.

It will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiral curriculum concept.

Planning and Teaching RSE

The subject leader for RSE is Sarah Hudson. All teachers are involved in the delivery of RSE to their age group as appropriate. Opportunities exist throughout the curriculum for promoting RSE, however at times some lessons, particularly in Year 5 and Year 6 may be dedicated specifically to the subject. On these occasions all parents of pupils concerned will be informed through a letter home. 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. Norden wishes to

work alongside parents to deal with this subject, however, parents wanting to exercise this right are invited to write to the Head teacher to inform them.

RSE should be delivered through the PSHEE curriculum because it focuses on providing pupils with the opportunity to develop their knowledge, understanding, skills and attitudes. RSE is taught through whole class, small groups and single gender groups will be used as deemed appropriate and relevant.

Delivery should start with assessment of the pupil's prior knowledge of the subject. The delivery of RSE should include a wide range of teaching and learning approaches and the core principles of these include:

- Ensuring that every pupil succeeds through the provision of an inclusive education within a culture of high expectations;
- The purpose of each lesson is made clear;
- Time is given for pupils to reflect, consolidate and apply their learning;
- Pupils are encouraged to take responsibility for their own learning and record their own progress;
- Building on what learners already know - structure and pace of the lesson so that pupils know what has to be learnt and how;
- Making learning vivid and real – develop understanding through enquiry, e-learning and group problem solving;
- Making learning an enjoyable and challenging experience – stimulate learning by matching teaching techniques and strategies to a range of learning styles;
- Enriching the learning experience - infuse learning skills across the curriculum;
- Promoting assessment for learning – make pupils/young people partners in their own learning

A wide range of active learning approaches should be used to ensure that all young people participate fully. This is done through discussion, question boxes, circle time, educational books and videos, internet resources, role play, the school nurse and other external agencies. The school leads the programme but outside visitors have a role to play. There is a school protocol for involving outside visitors. There are various people who can resource and support school based relationships and sex education. These people will include the school nurse and health professionals. Teachers also need to ensure that the resources they use are relevant, up to date and appropriate in order to meet the needs of the people in their care. Staff are given the opportunity to update and inform their knowledge and teaching of this subject through the local authority lead. This information is then shared with the whole staff.

As with any learning the process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area as it is inappropriate to assess pupils' values, but they have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem.

Governors have agreed an annual sum of £1000 to support all PSHEE INSET and resources (shared with Physical Education). The resources are bought under the recommendation of the local authority lead for PSHEE and where the school feels there is a need to further learning.

Legal Aspects relating to RSE and cross referencing to other policies

The biological elements of RSE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all pupils.

Sex and Relationships Education Guidance (Ref: DfEE 0116/2000)

In 2000 the DFE, (then DFEE) developed the RSE Guidance which is supported in legislation by the Learning and Skills Act 2000. It aims to support schools in developing RSE, and school governors are required to take regard of this guidance. The guidance strongly recommends that all primary schools provide RSE.

In addition the guidance states the following:

- Young people must learn about the nature of marriage and its importance for family life and the bringing up of pupil.
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- Parents have the right to withdraw their pupil from the non-statutory elements of RSE.
- Both mainstream schools and special schools have a duty to ensure that pupil with special needs and learning difficulties are properly included in RSE.

The Equality Act 2010 has three main aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristics and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty.

Other school policies which this policy is cross referenced to are:-

- PSHEE
- Confidentiality
- Safeguarding/Child protection
- Anti bullying
- Teaching and learning

6. Creating a safe environment for teaching and learning.

RSE needs to be delivered in a safe, secure and supportive learning environment.

RSE is 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 has three main elements:

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupil's questions will be answered openly and honestly. Sometimes a child will ask an explicit or difficult question in the classroom or questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature. Questions do not have to be answered directly, and can be addressed individually later. 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.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances certain questions will require parental involvement.

It is essential that clear ground rules are negotiated with pupils and young people regarding confidentiality, rights to privacy and respect and boundaries. Young people should be actively encouraged to participate in their own learning and to question and think critically.

RSE will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
- Taking account of other people's feelings;
- Mutual support and co-operation;
- Truthfulness and honesty;
- Accepting responsibility for the consequence of our own actions;
- The right of people to hold their own views;
- Not imposing our own views on other people;
- Not infringing the rights of other people;
- The right to be safe and not to be abused by other people or be taken advantage of;
- The right of people to follow their own sexuality within legal parameters;
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion;
- The right to accurate information about sex-related issues;
- An entitlement to an appropriate and balanced RSE;
- The right to access helping services.

RSE should include discussion of sexuality in a sensitive manner and should include positive representations of gay people. Discussion of relationships should not be solely about heterosexual relationships and the word 'partner' can be used rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia should form part of the school's approach to equal opportunities. Any incidences of homophobic bullying are recorded in school on the incident forms, given to the Headteacher and passed to the Local Education Authority.

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures. A school policy on confidentiality has been discussed and agreed at a staff meeting and pupils are aware of its content.

Staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about. However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school's Child Protection Procedures, which are in line with Rochdale Borough Safeguarding Board Procedures.

Working with Parents

Our school seeks to work in partnership with parents to provide effective RSE. Parents need to know that the school's RSE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy. A range of teaching resources are available on loan to parents/ carers who wish to review the resources and to complement the work at home. A copy of the RSE policy is available on request from the school office.

Norden 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 asked to put their request in writing to the Headteacher.

Monitoring and evaluation.

The school is committed to delivering effective RSE for its pupils and recognises the value and importance of monitoring and evaluating the provision of RSE and the way in which all individual are supported. The school has established an on-going process of monitoring the RSE programme through the work of the PSHEE co-ordinator, which includes lesson observations, and teacher, pupil and parent/carer feedback.

The PSHEE co-ordinator reports findings to the governing body on an annual basis in order to inform future planning.

This policy will be reviewed on a two yearly basis and amended according to DFE and LA guidance.

Policy agreed by governors Date Spring Term 2012

Policy review date:

Reviewed: November 2013, November 2015, November 2017 next renewal date: November 2019