



KING'S OAK PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

King's Oak Primary School

Relationships and Sex Education Policy

Mission Statement

King's Oak is a school at the heart of its community, where the sense of wonder in each child is awakened, where each is valued as an individual and where gifts and talents are discovered and achievements are celebrated.

The Legal Position

Through RSE, students learn about the nature of long term, committed relationships and their importance for family life and the raising of children. Pupils are protected from teaching materials that would be considered inappropriate when bearing in mind the age, religion and culture of the pupils.

The Right to Withdraw

Any parent/carer has the right to withdraw their child from all or part of the RSE programme delivered in this school except those parts of the programme that are covered by the National Curriculum Science. Parents/carers wishing to exercise this right should make an appointment to see the Headteacher or PHSE Co-ordinator.

What is RSE?

RSE is the name now used to encompass Sex Education, Relationships Education and many aspects of the PHSE curriculum involved with the ways in which individuals relate to each other.

Why teach RSE?

The evidence base for Relationships and Sex Education

In developing the Teenage Pregnancy Strategy the Social Exclusion Unit commissioned a review of the evidence as to what works in RSE. This review provides a research base from which to develop RSE for all children and young people. The conclusions of the review are reflected in both the whole school approach promoted by the NHSS and in the NHSS minimum criteria for RSE.

Conclusions of the overview of effectiveness of interventions and programmes aimed at reducing unintended conceptions in young people clearly indicate that high quality relationships and sex education should:

- empower pupils;
- offer a positive and open view of sex and sexuality, and support sexual self acceptance;
- be sustained by working within a theoretical framework;
- meet local needs;
- ensure the entitlement of all children to relationships and sex education and undertake specific work to meet the needs of vulnerable and marginalised children and young people;

- be provided early; before puberty, before feelings of sexual attraction and before they develop sexual relationships;
- reinforce value messages;
- focus on risk reduction;
- ensure that children and young people have a critical awareness of the messages that are portrayed in the media.

Aims

Our Relationships and Sex education programme aims to prepare young people for a future in which they:

- have developed positive values and a moral framework that will guide their decisions, judgements and behaviour;
- are aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the consequences of their actions and behave responsibly within relationships;
- have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- avoid being exploited or exploiting others;
- avoid being pressurised into having unwanted or unprotected sex;
- know how the law applies to sexual relationships.

Objectives

The objectives of our RSE programme are:

- to generate an atmosphere where age appropriate questions of a sexual nature can be asked and answered openly without embarrassment and where trust and confidentiality are ensured;
- to enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- to enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers;
- to enable pupils to develop the ability to form positive, non-exploitative relationships;
- to enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others;
- to enable pupils to understand the process of human reproduction;
- to emphasise the role and the value of family life;
- to enable pupils to know what is and what is not legal in matters relating to sexual activity;
- to inform pupils of where they can go for further information and advice.

Values Framework

Relationships and sex education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff who feel confident to teach it and have been specifically trained in this aspect of education. If staff do not feel confident in teaching RSE, they seek support from the PHSE Co-ordinator or someone more experienced.

Among the values promoted are:

- respect for oneself and other people;
- taking responsibility for one's actions in all situations;
- honesty and loyalty in relationships;
- the importance and responsibilities of the family unit for all members;
- sensitivity towards the needs and views of others;
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour;
- to recognise and accept the differences of others.

How the objectives are achieved.

In line with recognised good practice for RSE our programme will address the three areas:

1. Skills

If RSE is going to be effective it needs to include opportunities for young people to develop skills, as it can be hard for them to act on the basis of only having information. The kinds of skills young people develop as part of RSE are linked to more general life-skills and will be common to other areas of the PHSE curriculum. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice, are useful life-skills and can be applied in terms of sexual relationships. Effective RSE develops young people's skills in:

- negotiation;
- making choices based on probable outcomes;
- assertion;
- listening;
- recognising pressures from other people and to how to resist them;
- dealing with and challenging prejudice;
- seeking help from adults - including parents, carers and professionals - through the family, community and health and welfare services;
- differentiating between accurate and inaccurate information;
- discussing an age appropriate range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality, abortion and contraception.

2. Attitudes and beliefs

Young people can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality. These sometimes appear contradictory and confusing. Young people are very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people have strong views. At King's Oak

Primary School we are always aware that talking in a balanced way about differences in opinion does not promote one set of views over another, or mean that one agrees with a particular view. Part of exploring and understanding cultural, religious and moral views is finding out that you can agree to disagree.

Effective sex education also provides young people with an opportunity to explore the reasons why people have sex, and to think about how it involves emotions, respect for oneself and other people and their feelings, decisions and bodies. Young people should have the chance to explore gender differences and how ethnicity and sexuality can influence people's feelings and options. They should be able to decide for themselves what the positive qualities of relationships are. It is important that they understand how bullying, stereotyping, abuse and exploitation can negatively influence relationships.

3. Knowledge and Understanding

Young people get information about sex and sexuality from a wide range of sources including each other, through the media including advertising, television and magazines, as well as leaflets, books and websites which are intended to be sources of information about sex and sexuality. Providing information through RSE is therefore about finding out what young people already know and adding to their existing knowledge and correcting any misinformation they may have.

Information is also important as the basis on which young people can develop well-informed attitudes and views about sex and sexuality.

They need to have information about the physical and emotional effects of relationships and sexual behaviour for themselves and others. In terms of information about relationships, they need to know about what kinds of relationships there are, about love and commitment, marriage and partnership and the law relating to sexual behaviour and relationships as well as the range of religious and cultural views on sex, sexuality and sexual diversity. In addition, young people should be provided with information about the range of sources of advice and support that is available in the community and nationally.

Delivery of RSE

RSE Curriculum

RSE is delivered as part of the PHSE programme in EYFS, Key Stage 1 and Key Stage 2
Key themes such as:

- safety;
- growth and change;
- the law;
- conception and birth;
- families;
- views of marriage and rites of passage;
- people who help us;
- sources of information and their accuracy;
- peer groups and their effects on individual choice;

- sexual health issues;

will be revisited throughout the programme and will be developed in line with the student's developing maturity and understanding.

RSE is delivered using a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This includes use of videos, posters, leaflets, books, the internet, brainstorming, small group discussion, art and display work, case studies, role play, guest speakers, line continuums, debates, pupils carrying out their own research etc.

Agreed ground rules will be displayed for everyone to see during RSE lessons. Ground rules will also be periodically reviewed to evaluate how well the group is working and changed if necessary.

Pupils are never encouraged to discuss their own sexual behaviour or experiences. RSE should usually be carried out in the 'third person'.

Whole school Ethos

Many of the areas covered by the RSE programme (see appendix 1 for a full outline) such as respect for individuals and self are demonstrated throughout the school. These form part of the Whole School Ethos which seeks to present pupils with positive role models through:

- Management of behaviour;
- Marking policy;
- School environment;
- Display;
- Lunchtime Management PHSE lessons and circle time;
- Assemblies;
- Visitors;
- Relationships with pupils.

Cross Curricular Elements

Whilst RSE forms a part of the Science Curriculum, many themes are explored through a range of subject areas including English, Drama and PHSE. These are always done in accordance with the schools RSE policy and provide another way of exploring relationships and sexuality.

The skills element of the RSE curriculum is taught through all subject areas as a normal part of teaching and learning within the school.

Books are available for young people to read in the library illustrating a range of areas of the RSE curriculum and reflecting the relationships of young people today. All such books are carefully screened to ensure their suitability for the age of students and their material.

Differentiated learning

Staff planning and delivering RSE always consider differentiated learning when choosing activities. Pupils will have different abilities based on their emotional and physical

development, life experiences, literacy levels and learning difficulties. Differentiated learning can be in terms of:

- outcome - a task for all which the group can achieve at their own level;
- extension of activities - for example, a group which has finished first can be given a further activity to increase their understanding;
- support on the task, for instance an extra member of staff to read out instructions;
- different resources - active learning techniques allow the teacher to manage more than one activity at a time e.g. social stories, visuals, differentiated language
- grouping by ability - this may be by ability or by mixed ability
- size of grouping
- taking into account literal understanding of some learners with ASD and their tendency to focus on details/not always seeing the 'whole picture'. This can lead to anxiety. Very specific expectations must be provided.

Who delivers?

RSE is best led by class teachers and other identified staff members rather than by visitors. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they subsequently have. In the case of some pupils who access the SRP, they may benefit from ASD specific approach/teaching style. ASD teachers are consulted as to whether pupils should access RSE in mainstream classes or in the SRP.

The role of parents/carers

The most effective RSE acknowledges the different contributions a range of agencies and settings can make. Schools programmes which involve parents/carers, notifying them what is being taught and when, can support the initiation of dialogue at home. Parents/carers and schools need to engage with young people about the messages that they get from the media, and give them opportunities for discussion. Therefore parents/carers will be informed and supported to understand the programme delivered at King's Oak Primary School and the part parents/carers can play in this.

Different settings provide different contexts and opportunities for RSE. At home, young people can easily have one-to-one discussions with parents or carers which focus on specific issues, questions or concerns. This creates a dialogue about attitudes and views over time, and involves lots of short interactions between parents/carers and their children. 'Healthy Schools' have an important role to play in helping and supporting parents/carers to talk to their children and we provide workshops, a resource and video library and information and guidance.

Confidentiality

This should be linked to the school's broader policy on confidentiality. Staff should reassure students that their interests will be maintained, encourage them to talk to parents/carers, ensure that students know that teachers cannot guarantee complete confidentiality but that students will know first if it must be broken and should ensure that students are informed of sources of confidential advice.

Child protection

This should be linked to the school's broader policy on child protection. Effective RSE may often bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Schools should have a child protection policy that includes procedures on what to do if a member of staff is accused of abuse and a senior member of staff with responsibility for child protection. Teachers must be aware of any pupil in the class who has been subject to child protection issues which may make it difficult for the child or render their contributions too sensitive. These should be discussed with the CPO and actions to support the child/teacher agreed, prior to the unit being taught.

Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity schools should ensure that:

- The young person is encouraged to talk to their parent/carer;
- Child protection issues are addressed;
- The young person receives adequate counselling and information;
- Only in exceptional circumstances should schools handle information without parental knowledge;
- The Headteacher and governors should monitor the frequency of cases where they handle information without parental knowledge.

Dealing with Questions

Clear parameters of what is appropriate and inappropriate will be established within the ground rules and personal questions will not be answered.

If a teacher doesn't know the answer to a question this will be acknowledged and the teacher or visitor will get back to the student/s with the answer when they have found out more.

If a question is too explicit, is not age appropriate for the student or the whole class or raises concerns about sexual abuse then it should be acknowledged with an agreement to attend to it later on an individual basis.

If a question is raised that alerts a member of staff that a student is at risk of sexual abuse, school child protection procedures should be followed.

Monitoring and Evaluation

Evaluation enables us to plan future work more constructively. Four useful questions teachers can ask themselves and the young people are:

- Skills - what have they learnt to do?
- Information - what do they now know?
- Attitudes and values - what do they think, feel, believe?
- What do they need to learn next?

This feedback can be gathered via evaluation sheets and is fed back to the PHSE co-ordinator.

The RSE learning objectives for each year group are below:

Year 1

- I know how to keep clean and look after myself
- I understand that babies become children and then adults
- I understand the difference between boy and girl babies
- I know there are different types of family
- I know which people I can ask for help

Year 2

- I know how boys and girls can be the same and different
- I understand that some people have ideas about what boys and girls can do
- I can describe the difference between girl and boy babies
- I can describe the difference between male and female animals
- I can describe some differences between boys and girls
- I understand that a new life needs a male and a female
- I can describe the physical differences between males and females
- I can name the male and female body parts

Year 3

- **Self-esteem**
 - I know what I am worth as an individual by identifying positive things about myself, my achievements and areas for improvement
- **Challenging Gender Stereotypes**
 - I understand that males and females can do the same tasks and enjoy the same things
 - I understand that there are different opinions about what males and females can do
- **Differences: Males and Females**
 - I can identify differences between males and females
 - I can name female and male body parts
- **Family Differences**
 - I know that all families are different and have different family members
 - I understand that sometimes people have set ideas about families
- **Decision Making**
 - I understand that choices require decisions
 - I can consider different possibilities
 - I can show effective decision making skills

- **Safety**
 - I can identify potential dangers in different environments
 - I understand that sometimes we are under pressure to behave in an acceptable or risky way from different people including the media and people we know
 - I know some ways to resist negative pressure
 - I know who I can go to for support and help

Year 4

- **Growing and Changing**
 - I can describe the main stages of the human life cycle and how the body changes
- **Body Changes and Reproduction**
 - I know that during puberty the body changes from being a child into a young adult
 - I understand why the body changes during puberty
 - I know some facts about pregnancy
- **What is Puberty?**
 - I understand that each person experiences puberty differently
- **Feeling, Thinking and Doing - Changing Relationships**
 - I can identify my feelings and how these affect my behaviour
 - I know that feelings change during puberty and this can affect relationships
 - I have strategies for managing my feelings
- **Assertiveness**
 - I know some assertiveness skills
 - I can be assertive in different situations
- **Your Questions Answered**
 - I can ask questions and seek help if required
 - I can answer questions about puberty and growing up

Year 5

- **Talking About Puberty**
 - I can explain the main physical and emotional changes that happen during puberty
 - I can ask questions about puberty with confidence
- **Becoming Men and Women**
 - I understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture
 - I can recognise and challenge gender stereotypes
 - I understand how the media affects attitudes, can cause inequality and affect behaviour

- **Puberty and Hygiene**
 - I can explain how to keep clean during puberty
 - I can explain how emotions change during puberty
 - I know how to seek help and support during puberty
- **Menstruation and Wet Dreams**
 - I understand that menstruation and wet dreams are a normal part of growing up
 - I can ask questions about menstruation and wet dreams
 - I know how to manage menstruation and wet dreams
- **Menstruation Education for Girls**
 - I understand why girls have periods
 - I know how to manage periods
- **Building Good Relationships**
 - I understand the similarities and differences between friendships and intimate relationships
 - I understand the importance of friendship in intimate relationships
 - I can describe the different types of intimate relationships including marriage

Year 6

- **Puberty and Reproduction**
 - I understand how the body changes in preparation for reproduction during puberty
- **Relationships and Reproduction**
 - I can explain how babies are made
 - I can discuss different types of adult relationships
- **Conception and Pregnancy**
 - I can describe the decisions that have to be made before having a baby
 - I know some basic facts about pregnancy and conception
- **Being A Parent/Carer**
 - I can identify some of the skills and qualities needed to be a parent and carer
 - I recognise that both men and women can take on these roles and responsibilities
- **HIV / AIDS Transmission**
 - I understand how HIV can be transmitted
 - I know what is true and what is false about how someone can become infected with HIV
- **Your Questions Answered**
 - I can answer my own questions about relationships and sex with confidence
 - I can use appropriate language to discuss relationships and sex
 - I can identify sources of information, support and advice for children and young people