

## **Sharmans Cross Junior School Relationships and Sex policy**

Date of Policy: September 2011

Member(s) of staff Responsible: Mrs J Wilson (PSHE Coordinator)

Review Date: Summer 2013

### **1. Intention**

The purpose of this policy is to govern both informal and formal opportunities of Relationships and Sex Education (RSE). It highlights the values which are at the core of learning and teaching around RSE.

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school LA advisor. All views were taken into account when developing this policy and the Relationships and Sex Education (RSE) programme. The policy has been written in line with Healthy Schools guidelines and both local and national guidelines for SRE were used to inform the policy.

### **2. Moral and Values Framework**

Pupils will explore RSE within the moral and value framework that exists within the school. It is important that all members of the school community are aware of this and work within this framework.

As a result of consultation with pupils, staff, parents, governors and the wider community, the values identified below are felt to be of particular pertinence in SRE. Alongside them are examples of what these values look like in action.

#### **Respect**

- showing awareness of and consideration for diversity within different types of relationship and family group
- the right for children to have their opinions heard and for them to be able to amend or change opinions
- quality SRE as an entitlement for all children
- understanding of differing gender needs and a commitment to meet those needs

#### **Knowledge**

- giving children accurate information appropriate to their age, needs and development
- answering questions honestly but with regard to their age, needs, development and the nature of the question

#### **Honesty**

- answering questions honestly but with regard to their age, needs, development and the nature of the question

### Understanding

- sensitive to the differing needs of children and to the different experiences they may bring with them

### Confidence

- confidence to express opinions and make informed choices
- to be and feel valued as individuals
- to experience contentment as a result of fulfilling relationships

### Safety

- ensuring children are equipped with skills to keep themselves safe in their relationships (assertiveness, self-esteem, confidence)

### Self-esteem

- to be confident and identify what makes them special and individual

In terms of RSE teaching these values ensure a consistent approach across the school and help staff to deal with any sensitive issues which may arise. Respect is important when teaching children about different family units, the value of honesty is important for teachers and parents in agreeing to answer questions which arise honestly whilst giving children appropriate and accurate knowledge.

The school community have been given the opportunity to explore values through staff training and parents have been invited to select key values through a questionnaire. The PSHE co-ordinator has also explored attitudes and values when completing the National PSHE CPD Programme.

## 3. Definitions

Relationships and sex education is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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.' (adapted from DfES Sex and Relationships Education, 2000)

Effective RSE can make a significant contribution to the development of the personal skills (such as self-esteem) 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, and to explore attitudes to a wide range of issues.

### Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

The following areas have been identified by staff and parents as issues which may be sensitive:

Bereavement  
Sexuality  
Puberty  
Periods  
Conception  
HIV  
Vocabulary  
Homosexuality  
Changing family circumstances  
Periods  
Contraception

### Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area. The use of active learning techniques will be used to deal with sensitive areas (appendix 1). Strategies such as the use of question boxes and distancing techniques such as role play will also be used in the classroom

These techniques for addressing sensitive issue will be made aware to any visiting professionals who may work with children and we will ensure we have their agreement about how to deal with them.

### Confidentiality

Teachers should not promise confidentiality, this applies to all information disclosed by the children, whether this be through formal teaching or informal discussion. It is important that this is emphasised during PSD sessions and at other appropriate times. There may be times when teachers need to share information with other colleagues/members of the SMT or the headteacher. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### Child Protection/Safeguarding

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **4. Considerations**

This policy has been written by taking into consideration other related policies and documents. These include;

Bullying

Equal opportunities/inclusion  
SEN  
Parent withdrawal rights  
DfEE SRE guidance 2000  
SRE guidance Solihull MBC 2005  
National Curriculum  
SEAL  
ECM  
Healthy Schools Guidance  
Ofsted Learning Outcomes for KS2  
Ofsted SRE 2002

## **5. Consultation**

The whole school community has been involved in the development of this policy. Parents have been consulted through the use of questionnaires and a parent workshop organised by LA advisory teachers and the PSHE Co-ordinator. LA advisory teachers have also supported and guided the formation of the policy. Staff have had an opportunity to explore issues surrounding the teaching SRE through staff meetings and have also commented on sections of the draft policy. All children have been involved through the use of draw and write activities to establish what they know and what they would like to find out. The governing body have been presented with the draft policy, together with an explanation by the PSHE co-ordinator about how it came about.

## **6. Aims**

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Our aim is to 'empower children with the knowledge to make their own informed decisions.' (DfES 2000) This involves the following objectives;

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To develop understanding of how human bodies work and to know the correct biological vocabulary.
- To contribute to the development of skills and understanding required for effective relationships. This includes skills necessary for self-protection and asking for help.
- To prepare children for the physical and emotional changes caused by puberty.

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Sharmans Cross the main content is delivered in PSHE lessons. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Much of the relationship aspect of RSE is delivered through the use of the SEAL resources during PSHE lessons/circle time.

Work in Years 3 and 4 is focused around the relationships aspect of RSE and children explore a wide range of issues through the topics covered by SEAL.

In Year 5, children explore issue around puberty through their work on Changes in the summer term. Teachers use videos and discussion work to teach the children about the specific changes that puberty will bring. Biological vocabulary is taught and used during these lessons. Lesson include answers to written questions that fall inside the Changes topic, which children are able to ask anonymously. In addition to this, girls receive separate lessons concerning periods, sanitary products and hygiene issues with support from the school nurse.

In Year 6 the children's knowledge and understanding of the emotional changes that puberty may bring is developed. They explore issues around self-image, including media representation of images, how hormonal changes may make their emotions more difficult to control and how this may affect their relationships.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Sharmans Cross Junior School has a code of practice for using visitors to support the delivery of PSHE: Visitors are invited in to school because of the particular expertise or contribution they are able to make;

All visitors are familiar with and understand the school's RSE policy and work within it;

All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;

All visitors are supervised/supported by a member of staff at all times;

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

Elements of sex education in the science curriculum are assessed formally. Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme.

The following illustrates the Ofsted outcomes for SRE and where they are delivered in school.

By the End of Key Stage 2

Pupils will be able to:

express opinions, for example, about relationships and bullying.(cross-curricular, SEAL)

listen to, and support, others. (ethos, cross-curricular, SEAL)

respect other people's viewpoints and beliefs. (ethos, cross-curricular, SEAL)

recognise their changing emotions with friends and family and be able to express their feelings positively. (SEAL)

identify adults that they can trust and who they can ask for help. (SEAL)

be self-confident in a wide range of new situations, such as seeking new friends.(SEAL)  
form opinions that they can articulate to a variety of audiences.(cross-curricular)  
recognise their own worth and identify positive things about themselves.(ethos, SEAL)  
balance the stresses of life in order to promote both their own mental health and well-being  
and that of others. (SEAL)  
see things from other people's viewpoints, for example, their parents and their carers(SEAL,  
cross curricular)  
discuss moral questions. (cross-curricular, SEAL)  
listen to, support their friends and manage friendship problems. (SEAL)  
recognise and challenge stereotypes. For example, in relation to gender. (cross-curricular,  
SEAL)  
recognise the pressure of unwanted physical contact, and know ways of resisting it. (RSE)

Pupils will know and understand:

that the life process common to humans and other animals include growth and reproduction.  
(Science)  
about the main stages of the human life cycle. (Science)  
that safe routines can stop the spread of viruses including HIV. (science)  
about the physical changes that take place during puberty, why they happen and how to  
manage them. (RSE)  
the many relationships in which they are involved. (SEAL)  
where individual families and groups can find help (RSE)  
how the media impact on forming attitudes. (cross-curricular)  
about keeping themselves safe when involved with risky activities (cross-curricular,  
RSE,SEAL)  
that their actions have consequences and be able to anticipate the results of them. (SEAL)  
about different forms of bullying people and the feelings of both bullies and victims (SEAL)  
why being different can provoke bullying and know why this is unacceptable. (cross-curricular,  
ethos, SEAL)  
about, and accept, a wide range of different family arrangements, for example, second  
marriages, fostering, extended families and three or more generations living together. Cross-  
curricular, SEAL)

Pupils will have considered:

the diversity of lifestyles. (cross-curricular)  
others' points of view, including their parents and carers.(SEAL, cross-curricular)  
why being different can provoke bullying and why this is unacceptable. (SEAL, ethos)  
when it is appropriate to take a risk and when to say no and seek help.(RSE)  
the diversity of values and customs in the school and in the community.(RE, ethos)  
the need for trust and love in established relationships. (SEAL)

In some instances these outcomes may need to be addressed earlier if a specific need arises.

## **7. Roles and Responsibilities**

**Governors:** The statutory responsibility for this policy lies with the governors. It is their responsibility, together with the headteacher, to ensure that the policy is implemented consistently throughout the school.

**PSHE Co-ordinator:** It is the responsibility of this member of staff to review and evaluate both the RSE policy and the provision for RSE. They are also responsible for liaising and supporting staff and checking that resources are appropriate. The PSHE co-ordinator needs to ensure that the values underpinning the delivery of RSE are shared with any external agencies that come into contact with the school. They will also need to facilitate any future consultations with the school community and explore training opportunities for staff and parents.

**Staff:** Teaching staff need to ensure the agreed scheme for RSE is taught within their own class. Support staff (including LSA's, lunchtime supervisors, after-school club staff) should work within the agreed values of this policy and inform class teachers if appropriate.

**Parents:** Parents have the right to withdraw their children from the RSE programme. However they are not able to withdraw children from any part of the Science national curriculum that deals with reproduction or related issues. By sharing and involving parents in the formation of this policy, we hope that parents feel able to share any concerns with their child's class teacher.

**Pupils:** have the right to be taught the agreed RSE curriculum in line with their needs and to know that there are trusted adults who are there to support.

## **8. Resources**

The resources used to support RSE are checked by staff to ensure they are gender and age appropriate. The resources used are monitored and updated as appropriate. The resources are kept either by the PSHE co-ordinator or in individual year group's classrooms. Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

## **9. Equal Opportunities**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support. Programmes of RSE will be developed as necessary to meet the needs of pupils who's learning, behavioural, emotional or physical difficulties or needs demand. The class teacher, SEN co-ordinator or PSHE co-ordinator will liaise with parents and relevant support agencies if a pupil's specific learning difficulties make the planned provision inappropriate. This consultation will establish relevant learning

goals for the pupil, along with an agreement on teaching and learning methods and resources to be used.

Individual children may receive appropriate, tailored RSE earlier than Year 5 if the school and parents/carers agree that the child's physical maturation necessitates it.

As in all subjects, all staff will vigorously challenge any sexual stereotyping or bullying.

#### **10. Monitoring, Evaluation and Review**

As part of the school self-evaluation policy, the PSHE leader in consultation with governors, will evaluate and monitor the RSE policy and teaching provision in consultation with the whole school community. This policy will be reviewed in June 2012.