

# Relationships and Sex Education (RSE) Policy



## **Aims and Objectives**

### **Aims**

We aim to offer a broad and balanced curriculum, which promotes the physical, moral, social, spiritual and cultural development of our pupils, preparing them for the opportunities and responsibilities of adult life.

Our policy is produced alongside the DfE's 2019 Statutory Guidance who believe that,

“To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-confidence. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.”

Therefore, RSE at Stamshaw intends to support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### **Organisation**

‘Today’s young children and young people are growing up in a rapidly changing world, full of opportunities but with few guarantees. PSHE education is the school subject which prepares them for life and work in this changing world, helping to keep pupils safe, healthy and boosting their life chances.’

Bearing this in mind, *RSE* is taught within the school's personal, social, health and economic (PSHE) education curriculum

In addition to the RSE covered in PSHE, there is also work in the statutory science national curriculum that covers basic human biology, for example conception. Whereas PSHE will explore the lifestyle choices young people may wish to make, science will explore the physical workings of the human body.

Links are also made with the computing curriculum as it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional, and physical well-being and safety and their personal reputation.

### **Objectives**

Across Key Stage 2, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Our Scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Raise awareness of sources of help, support and advice

The purpose of sex education will include the following:

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young people.
- To develop skills in personal relationships e.g. communication, assertiveness, decision making.
- To build and develop the self-esteem of all young people.
- To promote equal opportunities for all and tackle homophobic, biphobic and transphobic bullying.
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes.
- To counteract misleading folklore, myth and playground rumours and false assumptions.
- To work with parents to provide a well balanced viewpoint on all aspects of RSE for children so that their social, emotional, mental and physical health is safeguarded.
- Give children support in adjusting to changes and help them to accept the variation in rates of growth and development.

We teach children about:

- the physical development of their bodies as they grow into adults, reassuring them that such changes are normal and the correct terminology for body parts;
- the need to discuss RSE issues, at home or school, without embarrassment;
- counteracting misleading or false information and challenging prejudice;
- the way humans reproduce;
- respect for their own bodies and the importance of personal boundaries, consent and sexual activity as part of a friendships and committed, long-term, and loving relationship;
- the importance of family life and proper care of all young creatures;
- moral questions;
- relationship issues, including issues of self-esteem and assertiveness;
- equal opportunity such as same sex families or transgender living;
- exploring attitudes and emotions;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters.

## **How will Stamshaw Junior School deal with sexually explicit questions?**

At Stamshaw Junior School we will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account Safeguarding Policy.
- Create a safe and respectful environment so children feel comfortable to ask questions if they wish.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed with staff and children beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

## **What kind of language will be considered acceptable and appropriate for use in RSE lessons?**

Staff will:

- Use the correct (scientific) terms for all body parts.
- Use clear language in an objective manner.
- Discuss what 'slang' words mean and explain that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

## **How will SEND pupils have access to the RSE curriculum?**

- children will have access to additional adult support
- any language used will be explained fully and supported, where possible, with images
- pre-teaching of topics may be necessary to enable full understanding
- additional time will be given to gain full understanding of the concepts taught
- outcomes may recorded verbally or visually to show understanding

## **Home/School Partnership**

Today, children are exposed to information and messages from T.V, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

At Stamshaw Junior School, we believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life and loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing and the content being delivered and offered an opportunity to look at resources if requested. Parents are encouraged to discuss and ask questions.

Under the terms of the 1993 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. As of the academic year 2019/20, schools will be expected to deliver 'relationships education' in primary schools. After this date, parents will not be able to withdraw from this. The right to withdraw a child from the sex aspect of RSE remains unless it forms part of the science curriculum. If a parent wishes to do so, they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with the class teacher and Head teacher.

The Head teacher will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum. Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the Head teacher.

### **Role of Head teacher in liaison with PSHE Subject Leader**

It is the responsibility of the head and PSHE Subject Leader to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support **Other information**

### **Monitoring and Evaluation.**

It is the responsibility of the head, PSHE lead and teaching staff to ensure that:

- the school's programme of study is followed for all year groups.
- half termly book monitoring will take place to ensure progression of skills
- pupil questionnaires will be used to monitor understanding and to ensure children are not unhappy with the content matter.
- pupil interviews will take place termly.

### **Key websites:**

- [www.teachersnet.gov.uk/pshe](http://www.teachersnet.gov.uk/pshe)
- <https://www.sexeducationforum.org.uk/> **Sex Education Forum**

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| <b>Policy Agreed</b>         | March 2021            |
| <b>Responsible Person</b>    | Rob Jones Headteacher |
| <b>Responsible Committee</b> | Local Governing Body  |
| <b>Next Review</b>           | March 2023            |