

Lakeside Primary School

“Believe, Aspire and Achieve”



Policy for Relationships and Sex Education

Reviewed Nov 2017
Agreed by Staff – 27.2.13
Agreed by Governors – 27.3.13



Policy statement for Relationships and Sex Education in the curriculum at Lakeside Primary School

Rationale

Relationships and Sex education (RSE) will be delivered in line with the National Curriculum for Science, informed by the PSHE Association Programme of Study for Key Stages 1 – 4, October 2014, the Secretary of State's 2000 Guidance and Doncaster Healthy Schools Programme Guidance. RSE will be taught from year one to year six with due regard to moral and legal considerations and within the explicit values of family life and supportive relationships.

The DfE definition of RSE is that it is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, family life and 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.

Aims

RSE will be delivered within our PSHE programme in line with the statutory requirements of the National Curriculum for Science. It is informed by the Secretary of State's Statutory Guidance (0116/2000), PSHE Association Education Programmes of Study January 2017 and Sex and Relationships Education for the 21st Century Supplementary Advice to the Sex and Relationship Education Guidance DfE (0116/2000). RSE will:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Develop self-esteem and a sense of responsibility to oneself and others.
- Emphasise the role and value of family and friends and develop awareness of difference and diversity of family life and friendships.
- Enable children to name parts of the body and describe how their bodies work, grow and develop
- Develop the knowledge and skills necessary to look after the body
- Enable pupils to understand the process of human reproduction
- Help to prepare children for the physical and emotional changes of puberty.
- Enable children to recognise and provide strategies to resist risky or unacceptable behaviours and to seek help

Lessons will:-

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children.
- Enable children to ask for help and support in an atmosphere where questions can be asked and answered openly without embarrassment and where trust and confidentiality are assured.
- Include the development of communication, social skills, knowledge and understanding in order to facilitate personal decision making
- Teach children how to resist negative peer pressure and to understand the impact of external factors such as the media, internet, and peer groups in remaining independent decision makers
- Teach children to evaluate and take responsibility for their actions and recognise the physical, emotional and moral consequences and risks associated with certain types of behaviour
- Encourage the exploration and clarification of values and development of positive attitudes. which provide a foundation for a healthy adult lifestyles and the development of honest and loyal relationships
- Dispel myths and misconceptions
- Include information on what is acceptable in positive loving relationships
- Provide guidance on where to seek help if they need it
- Support the National Curriculum Science requirements at Key Stages 1 and 2. These areas are compulsory.
- Support the non-statutory PSHE and Citizenship Framework.

Content

Sex Education - Key Stage One

Pupils should:

- be taught the difference between things that are living and things that have never been alive
- know that animals, including humans, move, feed, grow, use their senses and reproduce. They will understand the needs of babies and young people
- be taught that humans can produce babies and these babies grow into children and then into adults
- be able to recognise similarities and differences between themselves and others and treat others with sensitivity

- be able to recognise and name the main external parts of the body including agreed names for sexual parts and understand the concept of male and female
- recognise safe and unsafe situations and begin to develop simple skills and practices which will help maintain personal safety. They will understand basic rules for keeping themselves safe and healthy, knowing about safe places to play and safe people to be with. Pupils will be aware of simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk. This will include developing awareness and skills for safe use of ICT and the internet.
- appreciate ways in which people learn to live and work together and be aware that their feelings and actions have an impact on others
- understand the importance of valuing oneself and others and know that they have some control over their actions and bodies
- be made aware of different types of family groups and why families are special for sharing and caring
- know about rituals associated with birth, marriage and death and recognise the range of human emotions involved
- learn that individuals' belong to many groups, in which they have different roles
- understand friendship and loyalty and begin to develop necessary skills for relationships
- identify and share their feelings with others and identify and be able to talk to someone they can trust

Sex Education - Key Stage Two

In addition to the outcomes outlined at key stage one, pupils should:

- be taught that responses to events vary, and to respect other's feelings and emotions
- be taught that there are life processes, including nutrition, movement, growth and reproduction, common to animals, including humans
- be taught the main stages of the human life cycle

- begin to know about some of the physical, emotional and social changes which take place with the onset of puberty, why they happen and how to manage them
- recognise their changing emotions and be able to express their feelings positively
- balance the stresses of life to promote their own mental health and well being and that of others
- know how children develop from birth to starting school and be aware of some of the skills necessary for good parenting
- see things from others' points of view and value the diversity of values and customs in the school and community
- understand that actions have consequences for oneself and others and be able to anticipate the results of them
- know that there are many different patterns of families, friendships and relationships
- listen to, support their friends and manage friendship problems
- understand what is meant by relationships within families, between friends and in the community
- recognise behaviours that are appropriate and unacceptable in relationships
- form and express opinions to a variety of audiences, listen to and support others and respect other people's points of view and beliefs
- discuss moral questions
- understand how the media impact on formal attitudes and recognise and challenge stereotypes, eg. in relation to gender
- recognise their own worth, feel positive about themselves and be self confident in a range of new situations
- know about different forms of bullying, the feelings of both bullies and victims and why being different can provoke unacceptable bullying
- recognise risky behaviours, know about keeping themselves safe when involved in a range of risky activities, including use of ICT and the internet, when it is appropriate to take a risk and when to say no and seek help.

- have strategies to reject peer pressure and engagement in risky behaviours
- recognise the pressure of inappropriate and unwanted physical contact and know ways of resisting it
- know where individual families and groups can find help, including use of the school based referral to our Inclusion Team and to other agencies including Childline and CEOPs.
- have safeguarding training and strategies through delivery of “Safe Touch” workshops led by the school nurse in KS1 and NSPCC/Childline workshops in Y5/6.

This document should be read in conjunction with the PSHE Association PSHE Education Programme of Study (Key Stages 1 -5) January 2017.

Learning Outcomes

Opportunities are provided for pupils to access evidence, make decisions, negotiate, listen, solve problems and work independently or as part of a group. Teaching methods include games, simulations, case studies, role play, problem solving exercises, questionnaires and open ended questions. Through these activities, children will receive a comprehensive RSE programme.

Equal opportunities

It is vital that both girls and boys receive a well balanced RSE programme which fosters an understanding of relationship issues, the differences and similarities between males and females and of the changes that occur in both sexes at the onset of puberty. Consequently RSE is delivered to mixed gender classes. However, for some issues, such as menstruation, children may be taught in single sex groups.

All children will be given equal opportunities to access relationships and sex education. We acknowledge that learning is influenced by different social and cultural experiences and teaching will remain sensitive to ethnic and religious backgrounds.

Children will be made aware of different types of partnerships and relationships. Gender stereotypes and homophobia will be explained and challenged.

When ‘matching’ teaching to the needs of pupils, teachers will take into account their age, gender, developmental stage, maturity, ability, ethnic background and interests.

No child will be denied access to this area of the curriculum because of physical or learning disability. Teaching will also reflect the children’s local circumstances and current knowledge, and be made relevant to their own lives.

Partnership with parents

We recognise the essential role of parents in teaching their children about sex and relationships and in maintaining the culture and ethos of the family. The school enjoys close co-operation with parents and it is the intention that RSE will be complementary to, and supportive of, the role of the parents in preparing their children and helping them to cope with the challenges and responsibilities associated with the emotional and physical aspects of growing up. Parents are informed of the nature of the RSE that their child will receive and an 'open door' policy is operated at all times by which parents are invited to discuss matters concerning their child and his/her education.

Parents have the right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory National Curriculum.

Issues arising from the delivery of RSE

- **Answering difficult questions**

Teachers are advised to set clear parameters of what is appropriate and inappropriate in a whole class setting. In the event of a child asking an unexpected question or one that is deemed inappropriate staff have the right to refuse to answer the question within the lesson. Staff may wish to offer guidance outside of the lesson as to how this question can be addressed. There may also be child protection issues. Members of staff should ensure that when responding to questions they use facts and not personal opinions.

- **Confidentiality**

Members of staff cannot offer or guarantee absolute confidentiality. A child's confidentiality will be maintained by the teacher or member of staff concerned unless this person believes that a child is at risk or in danger. In this instance the member of staff is to refer to the Head teacher and follow the procedures within the Safeguarding and Child Protection policy. The child will be informed that confidentiality is being breached and the reasons why.

- **Child Protection/Safeguarding**

The school has a Safeguarding and Child Protection policy and procedure which staff are aware of. On the occasion of a teacher being approached by a child who is sexually active, considering sexual activity or involved in other risky behaviours, they should consider this as a child protection issue, refer the matter to the Head teacher and follow the procedures outlined in the Safeguarding and Child Protection policy. Staff should also follow the Safeguarding, Child Protection Policy, Confidentiality Policy, Behaviour Policy, Anti Bullying Policy, Equality Policy and Drugs Policy procedures if they have concerns that a child is at risk from sexual exploitation, domestic violence,

drug, alcohol or substance misuse, homophobic bullying and use of homophobic language.

The school operates a referral system to the Inclusion Team to offer support and address issues including mental health, self-harm, eating disorders or obesity.

- **Advice and Information To Under 16's**

No specific advice and/or information on matters such as contraception or HIV will be given to either class groups or individuals. Any requests will be referred to the headteacher and parents.

Involvement of other adults in the classroom

Lakeside Primary School fosters close links with the local community. Within this context it may be relevant, on occasion, to invite other adults to participate in the RSE programme such as the school nurse. Adults entering the school to work with the children will be DBS checked in line with Disclosure and Barring procedures. Where an adult has not been DBS checked, they enter at the discretion of the Head teacher. Such an instance might occur if, for example, a mum was coming to talk to the children about being pregnant or to show her new born baby in order to discuss her responsibilities. Whenever such occasions occur the teacher will ensure they are present at all times and will ensure that the adult concerned delivers appropriate information. Guidance for working with outside visitors and agencies will be taken from Doncaster Healthy Schools Handbook for working with external agencies.

Safeguarding training in Upper KS2 will be supported by workshops and assemblies delivered by Childline.

Assessment and Reporting

Assessment is ongoing and judgements can be made by teachers on the knowledge and understanding that the children have gained through their oral and written responses.

Reflection time at the end of a lesson also allows children to consolidate their understanding and beliefs. Teachers can further the child's progress by asking them what else they think they need to learn, an anonymous question box may well encourage children to explore other issues that they need discussing.

Resources

Jigsaw PSHE Scheme of Work

School Nurse programmes in Y5 and Y6 and Safe Touch in Y1

NSPCC/Childline input and resources

Stonewall “Different Families and homophobic bullying resources

A number of non-fiction and fiction books relating to RSE, which can be found in the year 3/4 work area.

Further support or activities may be used from:-

Healthwise Sex education pack for Primary schools – activity ideas and worksheets.

Rollercoaster pack – worksheets, games to play, lots of group involvement.

Related Policies

This policy should be read in conjunction with the PSHE, Anti Bullying, Behaviour, Equality, E-Safety, Child Protection, Confidentiality, Safeguarding and Drugs policies. The policy does not affect the rights of parents or carers who wish to withdraw their children from sex and relationships education.

Named governor for RSE: Patricia Astbury

Policy Reviewed: November 2017

Primary school safeguarding training for young people via the NSPCC