

Rode and Norton St Philip School Federation Relationships and Sex Education Policy 2017

Rationale

At Rode and Norton St Philip Schools Federation we believe that effective Relationships and Sex Education (RSE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the Federation Governors.

We believe RSE should not be delivered in isolation but be firmly rooted in cross curricular learning involving Personal, Social, Health and Economic Education (PSHE), Social and Emotional Aspects of Learning (SEAL), Science and Religious Education (RE). This rationale echoes our Christian Vision and our core values of respect, perseverance, hope, forgiveness, friendship and generosity.

Definition of Relationships and Sex Education

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical. Our teaching of Relationships and Sex education is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health. RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Delivery of RSE and its Aims and Objectives

At Rode and Norton St Philip Schools Federation we aim to provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity and in line with the Christian ethos of both our schools. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having **three** main elements to our programme as outlined in 'Sex and Relationships Guidance', DfES, Ref 0116/2000, p.5 and the draft and Sex and Relationship education guidance to schools DFE 2010:

1) Attitudes and values: Children should learn

- To care about other people and being sensitive towards their needs and views;
- To understand the church's teaching on relationships
- The importance of values, and individual conscience and moral considerations;

- To accept the differences between people and learning not to exploit them;
- The value of family life and the importance of stable, loving and caring relationships for the nurture of children;
- The importance and responsibilities of the family unit for all its members;
- To respect oneself and others and being honest, loyal and trustworthy in relationships;
- To take responsibility for one's actions in all situations;
- To explore, consider and understand moral dilemmas; and develop critical thinking as part of decision-making.

2) Personal and social skills: Children should learn

- To manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- To make choices based on an understanding of difference and with an absence of prejudice;
- How to make well-informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;
- To manage conflict;
- How to recognise and avoid exploitation and abuse.

3) Knowledge and understanding: Children should learn

- To understand physical development at appropriate stages;

We believe that RSE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated but focused; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Roles and responsibilities

Policy and practice will be monitored by:

- PSHE and Science Coordinators- Zoe Manifold, Claire Vowell and Amy Waelchli
- Head teacher- Carolyn Tommey
- Governors- Caroline Walker and Siobhan Thonpson

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE and Science Co-coordinators in the school. Wherever possible continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the RSE programme in the school. A designated Governor is the link to the full Governing Body with regard to RSE provision in the school. That person has attended specific training to equip them for this responsibility.

Moral Framework

The school believes that RSE is a prime concern of parents and carers, supported by schools and community members. It should be based on a Christian teaching that encourages:

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility for our families, friends, school and wider community

Working with parents, pupils and staff on Content and Organisation

The organisation of RSE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE, PSHE and SEAL. Occasionally, issues about RSE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned RSE programme and parents or carers consequently cannot withdraw pupils in these circumstances.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Relationships and Sex Education' published in 2002. (**See Appendix 1 for specific learning outcomes**)

Where visitors are invited to deliver aspects of the RSE programme, the school follows the guidance in 'School use of visitors and outside agencies in health promotion' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of RSE are encompassed within the ethos of the school and may be delivered through:

- Science, RE, PSHE & SEAL lessons
- Core and foundation subjects
- Assembly time
- Our School Values
- Circle time
- Literacy/numeracy lessons
- Health weeks
- Focus days
- Drama
- Project/theme lessons

Equal Opportunities

The whole school community will support an approach that ensures that no individual will be discriminated against on grounds of difference. This is set out in our Equality Policy 2012.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid any type of stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

Monitoring and Evaluation

The RSE policy is monitored and evaluated through an annual review process which will wherever possible include lesson observation and discussion with staff

Working With Parents & Carers and the right to withdrawal

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about Relationships and Sex Education.

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head teacher. Parents have the right to withdraw their children from all or part of those aspects of the RSE programme that are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Head teacher to discuss appropriate arrangements.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

Language and Ground Rules in Lessons

Teachers will promote the use of appropriate terminology and respond sensitively and effectively to the inappropriate use of language. RSE plays a crucial role in reducing sexist, sexual, homophobic and transphobic bullying. Staff will respond to reports and incidents of bullying by referring to the school's Anti-bullying Policy.

Teachers will promote the use of inclusive language i.e.: 'partner' rather than boy/girlfriend/husband/wife in appropriate contexts.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern then they will follow child protection procedures set out in our Child Protection Policy.

Sexual Orientation

'Sex and Relationships Education Guidance', DfES, Ref 0116/2000 makes it clear that schools should 'make sure that the needs of all pupils are met in their programmes.' (p12) This guidance also states that 'The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.' (p13)

Confidentiality

School staff cannot offer or guarantee absolute confidentiality to children, parents or carers. If anyone is suspected to be at risk of harm staff must pass the relevant information to the designated Child Protection Officer in School. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be encouraged to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

Review Date of this Policy

Target Review Date	Date Reviewed	Action Required	Signature
May 2018			

Signed:

Position held:

Date.....

Appendix 1

Learning Outcomes for RSE within our Federation

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including the sexual organs: penis and vagina. They will also be able to explain that people grow from young to old.

By the end of the 4 years in Key Stage 2 (2 years of which the children will attend Middle School), pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring). The RSE element of the curriculum will be covered whilst the children attend Middle School.

The following learning outcomes are taken from OFSTED Relationships and Sex Education, OFSTED (2000) and guide the teaching of RSE in this school, alongside the PSHE Association Curriculum (guidance 2016).

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others that they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people. (*Relates to RSE)

By the end of Key Stage 2 Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others • respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human life cycle*
- Begin to know some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines.
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and are able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles • others' points of view, including their parents' or carers

- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

(*Relates to RSE)