Relationships and Sex Education Policy

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1. **Rationale**

We define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Relationships and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states of an outstanding school:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

The 2015 Ofsted framework states that in an outstanding school ‘Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.’ The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

In judging overall effectiveness, Ofsted will also require evidence of pupil’s social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of RSE are taught as an integral part of the school’s PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

**Moral and Values Framework**

Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationship and Sex Education policy will be complimentary with the Religious Education Policy of our school.

2. **How our policy was formulated**

This policy is based on the Ealing guidance and the main body of the policy was formulated during 2017 by a working party comprising of: the lead teacher for PSHE in conjunction with the parent forum and the lead governor for PSHE/Healthy Schools/RSE related issues. The guidance was revisited in Autumn 2018. They were signposted to ‘Relationships and Sex education: support for school governors’ factsheet [http://www.sexeducationforum.org.uk/media/2564/sre_and__school_governors.pdf](http://www.sexeducationforum.org.uk/media/2564/sre_and__school_governors.pdf)

They also referred to SRE Guidance 2000 as well as SRE for 21st Century in reviewing this policy.

Views of all stakeholders will be taken to revise this policy every two years (e.g 2019, 2021, 2023 etc ) or sooner if statutory guidance or policy changes.
3. **Aim and objectives**

   At the heart of effective, age appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch, consent and risk minimisation, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014 ‘Relationships and Sex for the 21st Century; Supplementary Advice to the Relationships and Sex Guidance DfEE’ (SEF/ Brook)

   The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

   Objectives are for primary school pupils to:
   - Develop confidence in talking, listening and thinking about feelings and relationships;
   - Be able to name parts of their body and describe how their bodies work;
   - Be prepared for puberty.
   - Understand the basic changes that happen during puberty
   - Understand how to keep their bodies healthy and clean
   - Understand how to keep themselves and their bodies safe
   - Teach respectful attitudes and values in regards to themselves and others

   Teaching staff in all schools to be confident:
   - In planning, delivering and assessing RSE
   - In answering parents’ questions and dealing with sensitive issues
   - In supporting children to understand how to keep themselves safe
   - In answering challenging questions from pupils

4. **Equal Opportunities Statement**

   The school is committed to the provision of RSE to all of its pupils and the differing needs of all children. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

   West Acton Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

   The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

5. **Delivery of RSE: Content of RSE in the curriculum**

   In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states:

   “The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils’ needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils’ learning across all key stages.”
The programme is explicit, comprehensive and coherent and the statutory elements of Relationships and Sex education (RSE) are fully met”.

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 1.

The school uses the Ealing PSHE/SEAL/Citizenship Scheme of Work which incorporates RSE. The content of the one-hour weekly lessons over the course of a half term covers a balance of knowledge, understanding, exploring values and attitudes. The physical biological changes are taught within the National compulsory Science Curriculum and the emotional changes, relationships, keeping safe are taught within the PSHE curriculum.

Organisation of RSE

RSE is not delivered in isolation: it is embedded within a comprehensive PSHE curriculum, and is cross-curricular relating to Computing (online safety), RE, Science, and citizenship. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies safe and what to do if they are worried about any changes to their body.

Resources

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils are 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Ealing Scheme of Work</th>
<th>CWP Resource</th>
</tr>
</thead>
</table>
| Reception | Not covered | - To consider the routines and patterns of a typical day  
- To understand why hygiene is important  
- To recognise that all families are different |
| 1 | Live long, live strong  
- Keeping clean  
- Growing and changing  
- Families and care  
- Looking after teeth  
- Staying healthy  
- Setting a simple [personal goal | - To understand some basic hygiene principles  
- To introduce the concept of growing and changing  
- To explore different types of families and who to ask for help |
| 2 | Growing and changing  
- Differences boys and girls  
- Differences male and female  
- Naming body parts  
- Being unique  
- Making change happen  
- Changing our behaviour | - To introduce the concept of male and female and gender stereotypes  
- To identify differences between males and females  
- To explore some of the differences between males and females and to understand how this is part of the lifecycle  
- To focus on sexual difference and name body parts |
| 3 | Live long, live strong  
- Differences male and female  
- Personal space  
- Family differences  
- Feeling happy  
- Staying healthy  
- Overcoming barriers to reaching goals | - To explore the differences between males and females and to name the body parts  
- To consider touch and to know that a person has the right to say what they like and dislike  
- To explore different types of families and who to go to for help and support |
| 4 | Growing and changing | - To explore the human lifecycle |
Growing and changing
- Body changes and reproduction
- RSE what is puberty?
- Wishes hopes and dreams
- Positive change
- Unwelcome change

To identify some basic facts about puberty
To explore how puberty is linked to reproduction

5 Live long, live strong
- Talking about property
- Male and female changes
- RSE puberty and hygiene
- The concept of wellbeing
- Being an effective learner
- Role models

To explore the emotional and physical changes occurring in puberty
To understand male and female puberty changes in more detail
To explore the impact of puberty on the body and the importance of physical hygiene
To explore ways to get support during puberty

Growing and changing
- Puberty and reproduction
- Relationships and reproduction
- Conception and pregnancy
- Being a parent
- Common responses to change
- Transition and moving on

To consider puberty and reproduction
Consider physical & emotional behaviour in relationships
To explore the process of conception and pregnancy
To explore positive and negative ways of communicating in a relationship

Vocabulary covered (CWP)

<table>
<thead>
<tr>
<th>Year group</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Reception</td>
<td>- Boy</td>
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<td>- Girl</td>
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<td>- Routine</td>
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<td>- Clean</td>
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<tr>
<td>Year 1</td>
<td>- Clean</td>
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<td></td>
<td>- Hygiene</td>
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<td>- Boy</td>
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<td>- Girl</td>
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<td>Year 2</td>
<td>- Different</td>
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<td>- Similar</td>
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<td></td>
<td>- Teats</td>
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<td>- Udder</td>
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<td>Year 3</td>
<td>- Differences</td>
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<td>- Vagina</td>
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<td>- Womb</td>
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<td>- Penis</td>
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<td>Year 4</td>
<td>- Lifecycle</td>
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<td>- Body change</td>
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<td>- Puberty</td>
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<td>- Penis</td>
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<td>- Vagina</td>
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<td>- Testicles</td>
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<tr>
<td>Year 5</td>
<td>- Puberty</td>
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<td></td>
<td>- Physical changes</td>
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<td>- Emotional changes</td>
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<td></td>
<td>- Penis</td>
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<td></td>
<td>- Vagina</td>
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<td></td>
<td>- Period/ menstruation</td>
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<tr>
<td></td>
<td>- Nipples</td>
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<td>- Breasts</td>
</tr>
</tbody>
</table>
6. **Staff and external visitors**

Who delivers RSE and how?

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states in an outstanding school:

*“Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE”.*

RSE is normally delivered by the class teacher. Other adults may be included in the delivery of the RSE program such as other support teachers, SENCO leader and SLT members.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. To support teachers and signpost them to appropriate resources, they will be signposted to training and RSE INSET offered by the Ealing Health Improvement Team offers training and INSET on RSE.

**Whole school RSE INSET is scheduled for 25th February 2018.**

RSE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- By external agencies helping us to deliver RSE in our school include:
  - e.g. The School Health Advisor.
- There have been special assemblies and workshops that have been planned annually which support RSE including ChildLine and the LifeBus.

**Visitors Policy:**

- Visitors are invited to the school because of a 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 visitors are familiar with and understand the school’s confidentiality policy and work within it
- All input to RSE lessons is 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.
7. **Assessment and Evaluation of Learning and Teaching**
   In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states in an outstanding school:

   "The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice"

   Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:
   - Knowledge and understanding gained
   - Skills learnt and developed
   - Attitudes and values explored
   - Responses offered by pupils

   Assessment is also done using various methods:
   - Peer assessment
   - Self assessment
   - Teachers delivering RSE should constantly evaluate their lessons to inform future planning

8. **Specific Issues within RSE: confidentiality withdrawals, child protections and difficult questions.**

   **Confidentiality and Child Protection**

   This policy should be read in conjunction with the Safeguarding Policy and Online Safety policy.

   There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. This should be viewed as a child protection issue. Schools should designate a member of staff (Safeguarding Lead) to deal with these incidents.

   With respect to child abuse and protection procedures, staff will follow the school’s Safeguarding Policy

   Staff will also be referred to the:
   - HM Government’s 2006 document on ‘What to do if you’re worried a child is being abused’:  
   - DfE’s 2018 document on ‘Keeping children safe in education’- statutory guidance for schools and college staff Part 1
In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states in an outstanding school:

“Teachers are confident and skilled in discussing sensitive and/or controversial 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.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) 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 and refer to the Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils (‘Ground Rules’)

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is the parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their RSE

**Child Withdrawal Procedure**

Relationship and Sex Education is to be taught across the curriculum and it will not be possible to separate out all the Sex Education lessons. However, as a school we recognise that it is the parent’s right to withdraw their child from any part or all of the RSE programme if they so wish. If a parent/carer feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the head teacher.

In the event of a child being withdrawn from a lesson, that child must stay in school and will participate in alternative lessons about keeping healthy and safe.
Information about sensitive issues e.g. female genital mutilation (FGM), online safety, radicalisation/ extremism

It is recognised that, on occasion, certain sensitive issues may require consideration. When attempting to deal with these issues the following positions and procedures have been adopted:

(1) Online Safety
We have an important role to play in equipping children to stay safe online, both in school and outside. Internet safety is integral to our school’s ICT curriculum and is embedded in PSHE and SRE through internet safety lessons and assemblies to help prevent cyber bullying, the sending of inappropriate adult content and sexting.

(2) Radicalisation/ extremism
We will build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making through the PSHE and RSE curriculum. Children are also taught to develop effective ways of resisting pressures, including knowing when, where and how to get help (E.g. Childline). We are expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

(3) Female Genital Mutilation (FGM)
We will raise awareness of all teachers through training and developing a clear safeguarding response to FGM. At the discretion of the school and in liaison with appropriate stakeholders, pupils may be given the opportunity to learn about FGM through an age-appropriate way which has been embedded in the PSHE and RSE curriculum. We also work alongside organisations such as the NSPCC to help reinforce and raise awareness of personal safety through the ‘Underwear Rule’.

9. Partnership with Parents
The school views parents as partners in the delivery of RSE.

Parents will be informed about the relationships and sex education programme at the start of the Summer Term as part of information provided on what their children will be learning. See Appendix 2 for letter.

The school will liaise with parents through:
- RSE information meeting
- Letter

The school invites parents to voice their concerns about RSE with their child’s teacher and will be invited to view materials.

Parents wishing for further support with talking to their child about RSE issues can contact the school.

This policy will be available on the school website for parents.

Parents will be signposted to:

The National Children's Bureau (NCB) website has a wealth of documents and information for parents if you search ‘Parents and SRE’ on their website:
The Sex Education Forum also provides useful information for parents the FAQs about SRE section is particularly useful for parents:
http://www.sexeducationforum.org.uk/

The PSHE Association’s resources for parents:
https://www.pshe-association.org.uk/

10. Dissemination
The PSHE leader supported by SLT, will:

- Disseminate a copy of the RSE policy to all staff members and members of the curriculum committee
- Provide regular training to staff on the policy content
- Ensure that the policy is available on the school website and that there are copies available from the school office for parents to access on request
- Include a short summary of the policy in the school prospectus.
APPENDIX 1:
Statutory Provision of SRE under Science Curriculum

Key Stage 1 (age 5-7 years)
From September 2014
Year 1 pupils should be taught to:
• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:
• Notice that animals, including humans, have offspring which grow into adults
• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)
From September 2014
Year 4 pupils should be taught to:
• Describe the simple functions of the basic parts of the digestive system in humans

Year 5 pupils should be taught to:
• Describe the life process of reproduction in some plants and animals
• Describe the changes as humans develop to old age

‘The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online’.

Taken from the National Science Curriculum from 2014
APPENDIX 2:
Sample letter for PARENTS (please amend appropriately for your school)

Dear Parent/Carer

Re: Sessions on .........................

As part of the school’s Health Education programme, and in line with London Borough of Ealing’s recommended scheme of work for Personal, Social and Health Economic (PSHE) Education, your child is soon to/ will this term receive Relationships and Sex education (RSE) lessons.

Nowadays, there is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc... which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what students should be taught and share with you the RSE policy and resources. We would therefore like to invite you to a workshop/coffee morning on RSE on .................................

We would be grateful if you could please let us know if you will be attending.

If you have any questions, please feel free to contact ............... on .................

Yours faithfully