
QUEENS' CRESCENT SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Policy Guidance (DfES 0116/2000).

Description of how the policy was formulated

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Relationships and Sex Education (RSE) programme.

Rationale.

RSE in schools is a legal requirement. RSE stands for Relationships and Sex education. This terminology is used in this policy to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The guidance suggests that RSE should have three main elements as follows: Knowledge and understanding, Attitudes and values, Personal and social skills.

Legal Obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a sex education programme. They also have a responsibility to keep an up to date statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons that fall outside of those aspects covered in the Science National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head of School, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The context of the school

Queen's Crescent Primary school is mixed religious school but predominantly Christian. The children range in age from Reception 4yrs old to Year 6 where the children are 11yrs old. We have a small minority of ethnic and cultures other than English. A majority of children come from socially secure backgrounds, for example we have just over 6% of children taking up free school dinners (compared to 15.9% national average).

Definition

RSE is a lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).

RSE in schools as a whole contributes towards:

- The reduction of teenage pregnancies as part of the Swindon Teenage Pregnancy Strategy.
- It enables pupils to build self-esteem and make positive health choices.
- It allows them to learn the importance of values and individual conscience and moral considerations.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking.
- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learn to make choices based on understanding of difference.
- Develop an appreciation of the consequences of choices made.
- Manage conflict with peers.

The aim of the sex and relationship policy at Queen's Crescent Primary School is to help support pupils through their physical, emotional and moral development as stated above. The programme is firmly embedded within the PSHE/curriculum.

Aims and Purpose

To teach pupils about sex, sexuality and sexual health at a level appropriate to the child's development. It seeks to help young children appreciate the value of marriage for a family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity.

Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically an atmosphere of tolerance and acceptance will be encouraged.

Vulnerable pupils' e.g. autistic children will have their specific needs addressed by their class teacher.

To enable pupils to recognise the physical, social and emotional implications of sexual behaviour (KS2) and to recognise that responsibilities in relationships are shared by every individual. This has three main elements:

- Knowledge and understanding (physiology)
- Personal and social skills (self esteem and assertiveness skills)
- Attitudes and values (culture, beliefs and respect for others)

A brief overview of specific issues for each year group and what the school has chosen to cover is in Appendix A

Organisation and content

The National Curriculum Science requirements meet some of the above criteria. As part of the PSHE/C curriculum at Queen's Crescent Primary School a Relationships and Sex block is delivered in each year.

The school now uses Jigsaw Guidance; (appendix 1) shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons), which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with. There are times when children will be taught in single sex groups.

Relationships and Sex education and health education have been shown to be more effective when active learning techniques are used. For example, small group discussions, quizzes, role play and a variety of structured activities involve pupils in their own learning and enable them to explore their own and other's values and to develop communication skills. Teaching pupils didactically does not give them an opportunity for asking questions and exploring personal and relevant issues. We will be teaching our RSE with both genders in each lesson. The following teaching strategies are adopted by Queen's Crescent Primary School to support active learning and will be used in circle time, assemblies and PSHE sessions.

- Sharing ideas
- Discussion
- Listening exercises
- Case studies and scenarios
- Trigger drawings, story boards, photos, role play
- Big book stories and groups reading stories
- Decision making exercises
- Role play and drama activities
- Anonymous Question boxes
- Videos and hands on resources from the Wiltshire LA PSHE and Healthy Schools team.
- Jigsaw resources.

The above methodologies allow children to practice skills, use their knowledge and understanding, explore, change views and make positive choices in life.

Where matters of RSE arise in other areas of the curriculum, sessions will be structured following the RSE guidelines. Pupils will be encouraged to seek additional support from appropriate other adults (other than their class teacher).

Sensitive issues will be discussed in staff meetings (as appropriate) to provide ways to support staff delivering RSE curriculum. RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Responsibility for RSE

A **whole school approach** will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. A breakdown of this is below.

The **Senior Leadership Team** (SLT) will endeavour to support the provision and development of RSE inline with this policy by providing leadership and adequate resourcing.

The responsibility of effective delivery in the classroom lies with the **class teacher**. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted and aided in their RSE work by the provision of resources, background information about relevant children in their classes, support and advice from experienced members of staff or outside organisations where required and access to appropriate training.

The **Safeguarding Leads** (SENCo, pastoral manager and Head of School) will be able to assist where required.

The designated **RSE Co-ordinator** is responsible for the development for the RSE programme that meets all legal requirements as well as the needs of the children. It also includes keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

Non-teaching staff (T.A's, M.D.S.A's) may be involved in a supportive role in some RSE lessons, circle times and assemblies. They may also play an important, informal pastoral support role with pupils. They will have access to information about what that year group is doing in RSE and have access to attend appropriate staff training sessions.

Governors have responsibilities for school policies. They will be consulted about RSE provision and policy and have reports at Governor's meetings where appropriate.

Ideally the membership of the teaching team will include both sexes. If this is not the case, then access for the children to a male and female teacher at Queen's Crescent should be arranged. Opportunities for discussions with a health professional will be offered. Pupils will be informed on how to access support from outside agencies such as Frank, Swindon Health Care Unit and others within the Swindon Healthy Schools Alliance.

Partnership with Parents and Carers

Information on RSE in the school curriculum is contained in the school prospectus.

Parents/carers of Year 5 and 6 pupils are informed in writing of the content and timings of RSE sessions and are welcome to either preview the content of the sessions. Parents and carers will be offered support to talk to their children by the Healthy Schools RSE Adviser.

Parents/carers are encouraged to offer their opinions, comments or suggestions through the child's class teacher, PSHE subject leader or governing body.

Parents /carers have the right to withdraw their child from RSE, apart from the statutory content in the National Curriculum Science. The procedure for this is that a letter is to be sent to the Head requesting withdrawal from the RSE session and stating the reason why.

Partnership with Visitors

Use is made of teaching resources from a number of agencies. This includes Swindon Health Promotion, LA advisory Teacher –. The school's nurse is informed of the content of the programme.

The school's nurse advises RSE events/decision making meetings.

The school nurse is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research is also disseminated through school drop in sessions (in staff meetings).

Individual advice and counselling

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the school team: Head, SENCo, Pastoral manager or PSHE leader.

Equal Opportunities

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this the school will take into account:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Educational Needs and Disabilities

Partnership with pupils

The school accepts that an effective policy on RSE requires information from pupils both at the development and implementation stages. This will be achieved by:

- School/class councils
- Circle time
- Peer educators
- Annual/termly meetings with SML
- Evaluation/monitoring
- Information from class teachers about specific issues

Pupils who seek direct advice are referred to the child protection co-ordinator and are encouraged to discuss the matters with:

- Their parents, guardians or appropriate relative
- School nurse
- Another teacher

If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above at an appropriate time. Checks will be made that this contact has been made.

Some ground rules and distancing techniques could include:

- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in the conversation
- Only correct terminology will be used
- Meanings of words will be explained in a sensible and factual way

Confidentiality Policy

Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. It may be appropriate to refer a pupil to an outside agency. The following statement may be of use when talking to a pupil:

We listen to what you have to say and won't tell other people, but if we think that you or any other young person are at risk of harm/abuse, then we may need to discuss this with others to get the help you need – wherever possible with your knowledge. See RSE guidance document (DfEE 2000) for extra information.

Links with other policies

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of sex and relationship education. This policy links closely with the single equalities, behaviour, anti bullying, health and safety, child protection, SEND, PSHE and Online safety. We intend to meet individual student's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular

support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

Training

Opportunities for all teachers for further training in the delivery of sex and relationship education will be sought and accepted wherever circumstances permit. The PSHE leader will be responsible for organising the training of staff delivery RSE. All staff will be issued with guidance for the delivery of the programme. Resources will be provided by the PSHE leader and will be monitored by them for suitability. Advice and support will be sought from the school nurse, SENCo, Child Protection Officers and others as applicable. Parents can request to view resources and be given a time to view them. They will also be provided with information on how to access support if required.

Policy Implementation

The policy will be available in the school office for access by all staff/parents/carers. All sex and relationship education will be delivered according to the policy framework. Other agencies that work with the school will be informed of the RSE policy. The school is part of the Wiltshire and Swindon Healthy Schools Programme that supports all health education within the school such as, Healthy Schools Status.

Complaints Procedure

Complaints about content and/or delivery of the RSE programme will be addressed to the Head or Chair of Governors as set out in our complaints policy.

The Local Governing Body agreed to adopt this policy at the meeting held on 21st January 2019.

Signed Dated.....
Mrs W Matthews Head of School

Signed Dated
Mrs R Dimech Chair of Governors

Appendix 1