



### **School Vision:**

**To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community**

## **STANWELL FIELDS C OF E PRIMARY SCHOOL POLICY FOR RELATIONSHIPS AND SEX EDUCATION**

People responsible for this policy: Headteacher, PSHE Subject Leader, Science Subject Leader, RE Subject Leader, Governors'

Date adopted: June 2013

Reviewed date: June 2015, 21.09.16

Signed by:

A handwritten signature in purple ink, which appears to read "Paul Hope", is written over a light purple rectangular background.

### School Vision

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.

### Christian Values

Compassion, Fellowship, Thankfulness, Forgiveness

### Purpose

As a Church of England School, we believe that Relationships and Sex Education (RSE) is an important part of preparing children for adult life. RSE is about good and fulfilling relationships with family, friends and eventually partners. Sexual relationships are discussed in the context of long-term committed relationships, where starting a family is a conscious choice between informed adults. This policy reflects the programme governors agreed and the practice in our schools.

### Aims

To provide accurate information about, and understanding of, RSE issues.

To dispel myths.

To explore a range of attitudes towards RSE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.

To develop respect and care for others.

To increase pupils' self esteem through an understanding and value of self, i.e physically, emotionally, spiritually and sexually.

To encourage an understanding that sexual intimacy involves strong emotional feelings and mutual respect for each other's feelings, rights, opinions and bodies.

#### Learning outcomes for RSE within the school

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 difference 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 parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2 pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way. 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 well being. 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).

During Year 5, girls will learn about the menstruation cycle and puberty and the effect it will have on their own bodies and emotions... During Year 6, boys will learn about how puberty will effect their emotions and bodies. Year 6 will also learn about how humans reproduce.

RSE forms part of the Personal, Social and Health Education (PSHE) programme overall which is currently delivered through the Family Links and SEAL (Social and Emotional Aspects of Learning). It also has strong links with the Science and Religious Education curriculum.

#### Teaching and Monitoring

The RSE programme will be taught by the class teachers during PSHE, RE and Science lessons. However, the school nurse together with the class teachers will deliver the Year 5 and Year 6 programme.

The content and delivery will be monitored by the Science, RE and PSHE lead.

#### Ground Rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they know how to minimise any embarrassment they feel
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

### Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. Our school believes that individual teachers must use their skills and discretion in these situations and refer to senior colleagues if in doubt.

### Dealing with questions

Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.

Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling or silliness.

Pupils should be encouraged to write down questions anonymously and post them in the question box. The teacher will then have time to prepare answers to the questions before the next session and will choose not to respond to any questions which are inappropriate.

If a verbal question is too personal, the teacher should remind the class of the ground rules.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse. The teacher should acknowledge it and promise to attend to it later on an individual basis, whilst reminding aware of any child protection issues.

Teachers should not be drawn into providing more information than is appropriate to the age and level of understanding of the child.

Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.

If a teacher is concerned that a pupil is at risk of sexual abuse/CSE the DSL should be informed and the usual child protection procedures followed.

Teachers at our school are supported by the school nurse.

### Information for parents

Parents have a legal right to withdraw their children from dedicated RSE lessons. They do not have the right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science, RE or PSHE or where RSE issues will arise incidentally in other subjects.

We will work in partnership with parents and carers, value their views and keep them informed about RSE provision. If a parent/carers has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Parents will be informed each year about the Year 5 and Year 6 provision and teaching for RSE. An outline of the programme and materials will be made available for parents. Wherever possible, our school will provide information on other materials that they can access to supplement work done at school.

### Special Educational Needs SEN

All children at our school have an entitlement to the curriculum for their year group. However, we recognise that we may have to adjust how RSE is taught to children with special needs and would discuss this in advance with their parents or carers.

### Roles

Governors have a duty to decide whether or not the school teaches RSE. For this reason they formed a committee and assisted the school in formulating an appropriate programme of work. Teachers teach this programme as part of the PSHE, RE and Science curriculum.

Parents who wish to withdraw their children need to speak to the Headteacher and put their request in writing. The Headteacher will assign any child who is withdrawn to another class for that lesson.

### Safeguarding Children

Stanwell Fields CofE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Any disclosures that are made as a result of the teaching of RSE, the teachers will follow the school's safeguarding procedure.

As a school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out

on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm.

The following policies also contain important information relating to this policy:

Safeguarding & Child Protection

Anti-Radicalisation and Extremism

Equalities

Anti-Bullying

Teaching and Learning

Science

PSHE

RE