

Burdett-Coutts & Townshend CE Primary School

Relationship & Sex Education Policy



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Lead Person(s): A. Matthey (PSHE Leader)

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Statutory Document: No (*although required as part of Safeguarding Policy*)

Policy Authors: L. McMullan (DHT) & A. Matthey (PSHE Lead) *based on model policies and statutory advice*

Link Governor: A. Woodward

Our school vision

At Burdett-Coutts, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions. Our Christian values of friendship, compassion and service underpin our ethos:

"I can do all things through Him who gives me strength".

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

How this policy enables the school to fulfil the vision

Burdett-Coutts and Townshend Foundation School, as a Church of England school, ensures that our SRE programme is grounded in a moral and spiritual framework in order to instill in each child: a sense of their own dignity and self-worth; a respect for and an acceptance of others; together with a sense of responsibility.

We welcome and encourage partnership and co-operation with parents, recognising them as the primary educators of their children.

Definition of Relationship and Sex Education (RSE)

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

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The DfES Guidance 2000 offered this definition:

"SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, 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."

The National Sex Education Forum highlighted that RSE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships

Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, and the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

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Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

Delivery of RSE

RSE is taught using the **Teaching SRE with Confidence in Primary Schools - Christopher Winter Project** resources.

RSE Scheme of Work

Foundation Stage Themes

Friendships

- Making Friends & understanding what makes a good a friend.
- Working as part of a group / team.
- Working together – code of behaviour.
- How am I different / the same as other people?
- Growing up
- Dressing myself/ personal hygiene.
- Differences between boys and girls.
- What is good about being a boy / girl?

Key Stage 1 Themes

Feelings

Emotions and managing feelings

Friendships

- Friends
- Family
- Similarities and differences between people
- People who are special to me.

Growing up

- Belonging to a group
- Understanding growing up from young to old

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- Naming the external body parts
- Being a boy and being a girl
- Knowing that animals and humans reproduce.

Safety

- Saying no
- Having the confidence to ask for help
- Recognising potential risks to the safety of self and others

Key Stage 2 Themes

Feelings

- Understanding a range of feelings and emotions
- Recognising and expressing emotions
- Other people's feelings and managing feelings

Friendships

- Friends
- Strategies for dealing with friendship problems
- Qualities of a good friend peer pressure
- Family values, marriage and lifestyle choices

Growing up

- Childhood developments
- Human lifecycle
- Naming the body parts and differences between male and female
- Adulthood and lifestyles
- Understanding the processes of conception and birth
- Puberty and gender roles

Safety

- Identifying dangers
- Learn respect over their own and others' bodies
- Saying no in difficult situations
- Techniques for resisting pressure

Year 6

In the summer term of year 6, Relationships and Sex Education focuses on the development of skills and attitudes not just the acquisition of knowledge. Lessons include learning about:

- How babies are made,
- How their bodies change during puberty,
- What menstruation is and how it affects females,

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- The definition of FGM and how to report FGM.

Definition of FGM:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”

(World Health Organisation, 1997)

National Curriculum Science

All schools **must teach** the following as part of the National Curriculum Science - **parents do not have the right to withdraw their child/children.**

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.

They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures

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Teaching Strategies

We always teach SRE with due regard for the emotional development of the children (as stated earlier in this policy).

Teachers do their best to answer all questions appropriately, with sensitivity and care. Questions are answered within the parameters of the lesson's learning objectives and government recommendations.

When being taught specific aspects of the SRE programme, particularly growing and changing during puberty, the curriculum will be delivered to same sex grouping. **The class teacher is supported by the School Nurse / Brook Advisory service specialists.**

In these sessions, class teachers will provide pupils with an anonymous question box so they can ask about specific aspects of the programme. The **School Nurse and class teachers** will set clear parameters of what will be appropriate and inappropriate to discuss in a whole class setting.

This policy is linked to our PSHE and Citizenship, Anti-Bullying, Inclusion and Equality policies. SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

The course will be delivered by the class teacher and on occasion a member from specialist RSE team, where outside visitors help to deliver RSE they are not there to replace teachers but to enrich the curriculum delivery.

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

The school nurse backs up information on puberty seeing both the boys and the girls separately in single sex sessions.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

In every section of the course a variety of teaching and learning styles are used.

Assessing and Monitoring RSE

The RSE Lead will be responsible for:

- Ensuring the policy and syllabus are implemented as agreed

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- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of RSE will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account.

Confidentiality and Child Protection

Pupils will be reminded about the importance of confidentiality through the use of Circle Time Ground Rules that need to be set at the beginning of the unit of work. Pupils need to know that teachers cannot offer unconditional confidentiality.

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved or is likely to be involved in sexual activity, the teacher will take this seriously and deal with it as a matter of Child Protection.

Teachers will take seriously any indication that a child may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the Headteacher or Designated Safeguarding Lead). Who will only disclose information about a child to other members of staff on a need-to-know basis.

All staff know that they cannot promise to keep secrets to any child. If there are concerns that need investigating, the child is informed at all stages about who is involved and what information they have been given. The Headteacher will then deal with the matter in consultation with health care professionals. We regard all information relating to individual child protection issues as confidential. (See also Safeguarding Policy.)

Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE and are expected to work within the aims listed above.

Working with Parents/Carers and Child Withdrawal Procedures

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education -

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where it is not part of the National Curriculum. **However, in primary schools, parents may NOT withdraw children from curriculum learning about relationships.**

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

- By making our commitment clear in the school handbook/brochure
- By inviting parents/carers to discuss personal development when their child enters the school
- By inviting parents/carers to a meeting to discuss RSE in the school.

Parents have a right to withdraw their children from the 'sex education' elements of RSE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum.

If a parent wishes to withdraw their child from RSE lessons, we ask that they discuss it with the Head Teacher, to be clear about what their child will do when they are withdrawn from the lessons.

Sex Education Lesson Data			
3-year trend	Number in year 6 cohort	Number and percentage of pupils withdrawn from Sex and Relationships Education in year 6	Number and percentage of pupils who received Sex and Relationships Education in year 6
2014-2015	46	2	44 pupils – 97%
2015-2016	47	1	46 pupils – 98%
2016-2017	47	0	47 Pupils - 100%
2017-2018	45	0	45 pupils – 100%

We should like to make clear that even when a pupil has been withdrawn from RSE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.