



St Edward's Policy for RSE Education

To be reviewed: October 2021

At St Edward's, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with the DfE RSE Guidance that was issued in July 2000 and the Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education policy statement issued in March 2017. This has been updated with all schools being instructed to teach this topic as part of their curriculum as of January 2021. Primary schools do not have to teach the Sex education part of the curriculum. This can be done at secondary schools. At St Edward's we will only be teaching the relevant primary aged reproduction topics as part of year 6 science.

What is Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the educating pupils about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

Why should Relationship and Sex Education be taught in school?

Sex and Relationships Education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Relationship Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to health and well-being.

We feel that children need to be informed about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss sex and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

Aims and Objectives for Relationship Education

The aim of Relationship Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of different family situations, beliefs and values.

The objectives of Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Moral and values framework

The DfE guidance states that Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care.

As part of Sex and Relationship Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of Relationships Education within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of Relationship Education will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in relationships after having accepted responsibility for considering the consequences of those choices

- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

The organisation of Relationship Education

The PSHCE coordinator, in consultation with the Deputy Head, is the designated teacher with responsibility for coordinating Relationships Education. Relationships Education is taught within the PSHCE programme in Reception and in the Pre-Prep and Prep classes. Biological aspects of Sex Education are taught within the Science curriculum in Year 6 and some moral aspects are taught within the Themes of Investigation.

RSE is taught by classroom teachers and, if appropriate, outside visitors.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

Learning outcomes for Relationship and Sex Education within the school

By the end of Reception, children will:

- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other

By the end of Pre-Prep, children will:

- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals

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 PSHE 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.

By the end of Prep, children will:

Years 3 and 4:

- Know some differences and similarities between males and females
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support
- Describe the main stages of the human lifecycle
- Know about the physical and emotional changes that happen in puberty

Years 5 and 6:

- Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes
- Explain how to keep clean during puberty
- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- Know when it is appropriate to share personal/private information in a relationship
- Explain how and where to get support if a relationship goes wrong

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

Sex and Relationship Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to Sex and Relationship Education lessons. They will be given a copy of this policy and will be expected to work within the

values framework described within. The PSHEE coordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

Teaching methodology

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships.

Before starting RSE lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures.

Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before Sex and Relationships Education lessons commence.

Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed.

As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Special Educational Needs

At St Edward's, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of RSE.

Differentiation for children with Special Educational Needs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

Equal Opportunities

The children at St Edward's represent different cultures and nationalities; it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

Confidentiality and Child Protection

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff.

Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in his absence the Head, or the Deputy Designated Safeguarding Lead. Any suspicion of sexual abuse, either now or in the past, should be referred to the Designated Safeguarding Lead immediately.

Withdrawal of students from RSE and complaints procedure

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's RSE programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction).

The school will inform parents/carers when aspects of the RSE programme are taught via a letter and will provide opportunities for parents/carers to view any videos and resources being used. Advice on how parents can exercise the option to withdraw their child will be given. If parents want to withdraw their child/children from our RSE programme then this must be discussed with the class teacher and when appropriate the PSHCE coordinator and Deputy Head.

In a new initiative to keep parents informed and involved in their child's education the SLT of St Edwards hold half termly meetings with parents. One of the topics on the agenda for each of these meetings is the delivery of PSHCE topics. In the meeting in January term one of the items on the agenda will be the teaching of RSE throughout the school in the PSHCE curriculum. This will be delivered in the second half of the Spring term.

Any complaints about the content or delivery of RSE should be addressed to the Head Teacher.

Links with other policies

- Child Protection and Safeguarding Policy
- Behaviour, Rewards and Sanctions Policy
- Anti-Bullying Policy
- Curriculum Policy
- PSHEE Policy

Approval & Review

- Health logs/wellbeing questionnaires are in the process of being developed. These will assess pupil well-being in terms of happiness, someone to talk to, healthy body, healthy mind and friendship matters. Outcomes will dictate improvement planning for the future.
- Staff questionnaires and input into planning is under development and will dictate improvement in planning for the future.
- Whole school planning and implementation is evaluated annually and analysed. Outcomes dictate improvement planning for the future.
- This policy is evaluated in accordance with the School’s evaluation cycle and the Header at the top of this policy.

Signed.....(Head)

Signed.....(Proprietor)