



# Relationship and Sex Education Policy

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| Policy last adopted   | November 2018 |
| Policy due for review | October 2019  |

## **Background information on the school and its community**

Colindale Primary is a school for girls and boys from Nursery to Year 6 and serves a community which is diverse in its cultural, social and economic constitution.

## **Short description of the process on policy development and consultation**

This policy has been written by Lisa Thompson, the PSHE leader in consultation with staff and governors, and following external consultation from the Christopher Winter's Project.

## **Equal Opportunities:**

Colindale Primary is committed to Equality of Opportunity in all aspects of school life. There is support for children with SEND and those whose first language is not English. We will take into account the balance of boys and girls within a class, ethnic origin and cultural values when delivering RSE. Full participation of both boys and girls is encouraged and care is taken that delivery of RSE does not disadvantage any gender group. A safe culture is provided for children to enable them to approach members of staff and feel confident in sharing personal experiences and concerns. We will also consider learning styles and literacy levels to ensure all children can access the curriculum. Materials and teaching strategies will reflect the diversity in our world. Our Equality policy gives more detail as to how we do this.

## **Definition of Relationships and Sex Education (RSE)**

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of...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 – this would be inappropriate teaching." (DfEE Guidance 0116/2000)

## **Aims of RSE in the school**

Through RSE we aim to:

- enable our pupils to better understand the nature of human relationships
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- raise pupils' self-esteem and confidence especially in relationships with others
- prepare pupils for the changes that occurs to their bodies, minds and emotions as a positive process of growth from childhood to adulthood
- help children gain access to information and support.

The school will work towards these aims in partnership with parents, carers and the pupils themselves.

## **Moral and Values Framework**

The relationships and sex education programme, as part of the PSHE curriculum, will reflect the school ethos and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for their own decisions and actions
- responsibility for their family, friends, school and wider community

### **The school's approach to RSE consists of:**

- the taught National Curriculum Science Programme of Study
- RSE modules within each Key Stage delivered within a planned PSHE programme
- pastoral support for pupils who experience difficulties
- opportunities for children to talk, informally, about personal circumstances when necessary
- provision of appropriate information through leaflets and books

### **Here is a summary of that content as set out in the DfE's Guidance 0116/2000:**

#### **PSHE & Citizenship**

At primary school level relationship and sex education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty.

#### **National Curriculum Science**

##### **Key Stage 1**

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

## **Key Stage 2**

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

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Topics and themes will be repeated from Reception to Year 6 in greater depth, taking account of the pupil's development – the table below shows our curriculum map.

**Reception  
Our Lives**

Lesson 1: **Our Day**

Lesson 2: **Keeping Ourselves Clean**

Lesson 3: **Families**

**Year 1  
Growing and Caring  
For Ourselves**

Lesson 1: **Keeping Clean**

Lesson 2: **Growing and Changing**

Lesson 3: **Families and Care**

**Year 2  
Differences**

Lesson 1: **Differences: Boys and Girls**

Lesson 2: **Differences: Male and Female**

Lesson 3: **Naming the Body Parts**

**Year 3  
Valuing Difference  
and Keeping Safe**

Lesson 1: **Differences: Male and Female**

Lesson 2: **Personal Space**

Lesson 3: **Family Differences**

**Year 4  
Growing Up**

Lesson 1: **Growing and Changing**

Lesson 2: **What is Puberty?**

Lesson 3: **Puberty Changes and Reproduction**

**Year 5  
Puberty**

Lesson 1: **Talking about Puberty**

Lesson 2: **Male and Female Changes**

Lesson 3: **Puberty and Hygiene**

**Year 6  
Puberty, Relationships  
and Reproduction**

Lesson 1: **Puberty and Reproduction**

Lesson 2: **Understanding Relationships**

Lesson 3: **Conception and Pregnancy**

Lesson 4: **Communication in Relationships**

## **A Whole School Approach**

The whole school community have a part to play in the successful delivery of RSE.

- the senior leadership team (SLT) are responsible for making sure the RSE curriculum is being delivered across the school
- the RSE Leader will provide the lesson plans, resources, literature and guidance needed
- teaching staff are responsible for making sure the lessons are taught at the correct time and well
- teaching assistants may well be asked to support children, and it will be suggested to the children that these people are among the members of staff they may go to for support
- the school nurse may be called in to discuss issues of hygiene or puberty
- feedback and comments made by pupils are taken into account and used to plan the direction of follow on lessons

## **The Delivery of RSE**

The programme will be delivered by class teachers as part of science or PSHE lessons. Pupils will remain in their normal classes for RSE lessons

In the delivery of RSE teachers will use

- a variety of appropriate teaching methods and resources
- good quality teacher led discussion and questioning
- a variety of teaching strategies adopted to suit different learning styles –visual, aural and kinesthetic
- enquiry based activities: asking key questions and interpreting evidence
- existing pupil knowledge to prompt new facts and ideas
- circle time to develop discussions and answer questions
- a question box to allow pupils to ask questions they may not want to say out loud

Teachers will also use other teaching methods to enable pupils to learn about RSE that are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

## **Resources**

We are using The Christopher Winter 'Teaching RSE with Confidence in Primary Schools' resource.

Parents will be given a chance to view the resources which the children will be seeing if they wish to. They may also borrow them from school to support the relationships and sex education of their children in the home context.

## **Differentiation**

When planning and delivering RSE we will ensure that all pupils, including those with special needs and disabilities, are working towards his/her achievement level by:

- providing a stimulus for the lesson
- planning appropriate tasks
- using materials, resources and strategies geared to individual levels of skill and understanding

## **Answering Difficult Questions**

We encourage an ethos where children feel secure and confident to ask questions and a great deal of the teaching in all year groups uses question/answer sessions. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later.

The following are protocols for discussion based lessons with pupils:

- no-one (teacher or pupil) will have to answer a personal question or draw on personal experiences
- no-one will be forced to take part in a discussion
- only the scientific names for body parts will be used
- meanings of words will be explained in a sensible and factual way
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or carer.

This school believes that individual teachers must use their skill and discretion in these situations and refer to the headteacher or the RSE Leader if they are concerned.

## **Assessment**

Elements of sex education in the science curriculum will be assessed formally. The effectiveness of the RSE procedure and teaching will be assessed through the children's knowledge and confidence to talk about the issues raised. Teachers may keep their own personal evaluation of each lesson. Parental feedback and up to date advice from the borough will also be used to determine the successfulness of RSE at Colindale.

It is the responsibility of the PSHE and Science Leaders to ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE.

It is the responsibility of the PSHE Leader to:

- monitor the use of teaching and learning styles
- monitor the use of teaching materials
- evaluate the effectiveness of the school's programme

Therefore it is the responsibility of the school to give the leader time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage.

### **Procedure to adopt in the event of a child protection disclosure**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE, including the possibility of a disclosure relating to neglect, physical, emotional or sexual abuse. Where a member of staff is concerned that a child protection issue is arising, they will report it to the Safeguarding Designated Leaders within the school.

### **Confidentiality**

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she/he is to talk to the Safeguarding Designated Leaders who may confer with the headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The pupil will be supported by the teacher throughout the process. Child protection procedures override any confidentiality agreements.

### **Parental right to withdrawal from RSE**

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of RSE that is outside the compulsory elements of RSE contained in the science National Curriculum. Parents wanting to exercise this right are invited to see the Class Teacher and/or RSE Leader. They will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. They will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. After these discussions, if a parent still wants to withdraw their child from the lessons, they will need to confirm so in writing to the headteacher. If a child has been withdrawn, they cannot take part in RSE until the request for withdrawal has been removed.

### **Dissemination and review of policy**

The Headteacher is responsible for the implementation and monitoring of this policy. The PSHE Leader and Headteacher will report back to the Governors' Curriculum Committee when reviewing this policy. All staff members and governors will receive a copy of this policy and it will be uploaded to the Colindale Primary School website. A copy is available to parents, from the school office on request. The policy has been fully discussed in a governors' meeting and staff meeting.

The subject overviews (PSHE and Science) outlining the objectives covered in RSE can be found on the school website.