



Relationships and Sex Education (RSE) Policy Updated Oct 2018

Woodside School Aim

Our aim is to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.

Related Policies/Documents:

Child Protection

Personal, Social, Health and Citizenship Education Policy

Science Policy

Considerations

We have based our school's relationships and sex education policy on the Gloucestershire County Council's RSE guidance; the PINK curriculum; the BBC Active's Sex and Relationship Education DVD and Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000). Please see Appendix 1 for the planning overview from GCC's RSE planning and resource file. There is a clear focus on understanding healthy relationships.

The policy was drawn up by the governing body after consultation with parents and staff. The following issues were considered:

- the age of the children concerned;
- religious implications;
- the needs of the community served by the school;
- equality of opportunity;
- when, where, and how RSE should be taught;
- sensitive and controversial issues;
- legal requirements;
- procedures for withdrawal of pupils from lessons by parents.

Aims and Objectives

The aim of our RSE is to promote pupil's spiritual, moral, social and cultural development and to prepare pupils for the opportunities, responsibilities and experiences of life. Our RSE:

- to develop the whole person;
- to dispel ignorance and counteract mis-information;
- to encourage young people to view sexual activity within the context of a family unit;
- to promote a positive self image in each individual so that they respect themselves and others.

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;

- moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any relationship or sexual matters.

Moral and Values Framework

The school's provision is framed within the requirements of section 46 of the Education (No 2) Act, 1986, ie "... to encourage pupils to have due regard to moral consideration and the value of family life".

We teach RSE in the context of the school's aims and values framework. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values that underpin all our work in school. In particular, we teach RSE in the belief that:

- RSE should be taught in the context of family life;
- RSE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of relationships and sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

Roles and Responsibilities

The role of staff

Staff are responsible for teaching RSE at different levels (appropriate to children's age and development) in the school mainly as part of Science schemes of work.

Suitable and regular training will be arranged to develop staff skills.

Staff will respond to children's questions as they arise, giving the information required with sensitivity and in a manner appropriate to the maturity and needs of the child. In addition to this informal education there is a specific programme for RSE.

The role of parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the head teacher, 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 role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, advise us on our programme.

The role of the head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient guidance, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Implementation

These issues, listed in alphabetical order, will be addressed across key stage 2 at an age appropriate level:

- conception
- emotional, physical and social development
- emotions
- family lifestyles
- genetic inheritance
- hygiene
- loving relationships
- masturbation
- menstruation
- personal safety
- promotion of self-esteem
- relationships
- reproduction and birth
- rights and responsibilities

We teach RSE through different aspects of the curriculum, using GCC's RSE resource; the Living and Growing resources and BBC Active's 'Sex and Relationships Education Age 10-12 years' for the older children. While we carry out the main teaching in our personal, social and health education (PSHE) curriculum, we also teach some RSE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and use an anonymous 'questions' box.

In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

The resources used are specifically designed for primary children.

Monitoring and Evaluation

Staff and pupils are involved in evaluation. The effectiveness of the policy is monitored by the PSHCE link governor.

The governing body has full confidence in the staff of the school and believes that the best interests of the pupils and their parents will be served by the sensitive consideration of all matters relating to human sexuality. Parents should feel free to make contact with school on any issue of concern to them, or to their son or daughter.

There is one governor who has responsibility for PSHCE, including RSE.

Health and Safety

General health and safety precautions will be observed as contained in the Health and Safety Policy. In addition to this, RSE work will only be taught when at least two members of staff are present in the class.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will draw their concerns to the attention of the head teacher, who will follow procedures set out in our Child Protection Policy. (See also Child Protection Policy.)

Equality Statement

The school recognises that it has to make special efforts to ensure that all groups prosper, including those:

- with special educational needs;
- who have difficulties accessing the school;
- who speak English as an additional language;
- who have frequent moves and/or lack stability leading to time out of school (e.g. children in care);
- who as children are caring for others;
- who come from homes with low income and/or inadequate home study space;
- who experience bullying, harassment or social exclusion;
- with low parental support or different parent expectations;
- with emotional, mental and physical well being needs;
- who exhibit challenging behaviour;

- who come from ethnic minority groups including travellers, refugees and asylum seekers.



Planning Overview

Reception

- Lesson 1: **Responsibility**
- Lesson 2: **Growing Up**
- Lesson 3: **People Who Help Us**
- Lesson 4: **Keeping Ourselves Clean**

Year One

- Lesson 1: **Changes - Life Cycles**
- Lesson 2: **Changes - The Human Life Cycle**
- Lesson 3: **Being Unique**
- Lesson 4: **Personal Hygiene**

Year Two

- Lesson 1: **Similarities and Differences – Body Parts**
- Lesson 2: **Where Do Babies Come From?**
- Lesson 3: **Changes – Physical**
- Lesson 4: **Changes – Becoming Independent**

Year Three

- Lesson 1: **Similarities and Differences – Reproductive Organs**
- Lesson 2: **Types of Love**
- Lesson 3: **Personal Hygiene – Hand Washing**
- Lesson 4: **Personal Hygiene – Infection**

Year Four

- Lesson 1: **Changes – Life Cycle**
- Lesson 2: **Changes – Responsibilities**
- Lesson 3: **Personal Hygiene – Antibiotics**
- Lesson 4: **Challenging Stereotypes**

Year Five

- Lesson 1: **Changes – Physical**
- Lesson 2: **Changes – Emotional**
- Lesson 3: **Personal Hygiene – Keeping Clean**
- Lesson 4: **Genetic Inheritance**

Year Six

- Lesson 1: **Changes – Physical**
- Lesson 2: **Changes – Emotional**
- Lesson 3: **Life Cycle – Sexual Intercourse**
- Lesson 4: **Relationships**
- Lesson 5: **Birth and a New Baby**



Date this policy was adopted
Signed by Chair of Curriculum and Standards Committee _____
Review date: Oct 2021