

Godwin Primary School



Relationship and Sex Education (RSE) Policy

July 2022



Policy and Procedures for Relationship and Sex Education (RSE)

Date	Review date	Responsible Person
July 2022	July 2024	Chris Wilding

Rationale

Data released by Public Health England (2019) showed that Barking & Dagenham's teenage pregnancy rate continues to be of considerable concern, but is declining at a faster rate than regionally and nationally at an annual rate of 32.4 per 1000 young women. This is the lowest annual rate the borough has experienced since the Government's teenage pregnancy strategy began in 1998, with local figures falling by 40.7%. This is also 19% reduction on the 2013 annual rate (against 6.2% nationally), although the overall rate of reduction since 1998 is less than national (51.1% vs. 40.7%). The borough is no longer bottom of the league table in London, having overtaken Lambeth. However, the borough's rate remains 50.8% higher than the London rate of 21.5.

Within this context, Relationship and Sex Education (RSE) has a vital role in contributing to children's personal and social development in the borough and enables pupils to deal meaningfully with changes that take place in their bodies and emotions, both now and in the future. It is essential to enable young people to make responsible and well-informed decisions about their lives. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This RSE policy is part of our obligation and commitment to pupil health and well-being, both in the short and long term. It is part of a whole-school approach and should be read alongside other written policies including: PSHE, SEND, Confidentiality, Safeguarding, E-Safety, Science and RE.

Purpose

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with RSE
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and manner in which RSE is delivered

How the Policy was developed

This policy was developed as part of the statutory responsibility of the school by the RSE lead and governors in consultation with pupils, staff, parents, carers and appropriate wider community partners.

Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

Sex Education

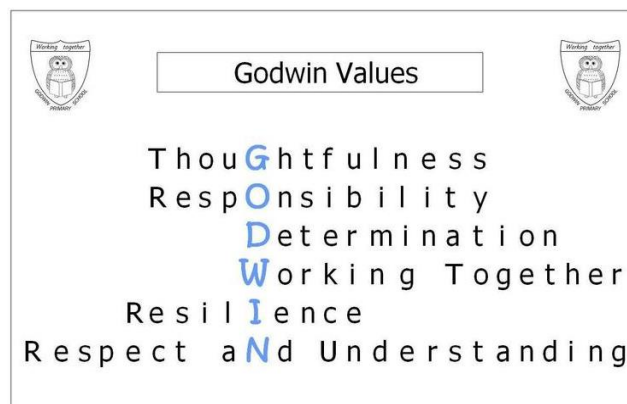
The Department for Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the statutory Relationships and Health Education we will be delivering some lessons in Y6 which go beyond the science curriculum and look in more detail at how a baby is made. These lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. Before teaching this content, we will inform parents that the lessons are due to take place and outline their right to withdraw their child from these lessons.

Aims of RSE (Pupils will...)

- Develop confidence to talk, listen and think about feelings and relationships
- Be supported to address concerns and correct misunderstandings
- Develop skills 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
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

Godwin Values & Beliefs

RSE will be delivered with respect to the Godwin Values (see below) and in a manner which is sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community.



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 with particular regard to protected characteristics.

Thinking about values and beliefs 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

Methodology and Resources

RSE shares the features of well-taught lessons in any subject within the school, in accordance with the school's Teaching and Learning Policy. The class teacher should deliver the units of work for their given year group either as part of their weekly half hour PSHE teaching or as part of a blocked unit. Lessons follow the Christopher Winter Project RSE programme but should be adapted for vulnerable pupils and the religious and cultural beliefs of individuals and their families. Year group teachers must liaise closely so that there is consistency between groups. Lessons can be delivered as a class or year group, with discussion involving all the children. In some cases, it may be advantageous to split into single sex groups.

External contributors can enhance the RSE within the school, for example: school nurse, public health promotions officer and religious leaders. In such circumstances, the teacher still has overall responsibility for the lesson and should remain present at all times. Beforehand, agree clear and desired learning outcomes and content. The external contributors should be competent educators and facilitators within their area of expertise. They should be fully aware of their role and responsibilities within the lesson and in the context of the school's values and related policies e.g. disclosure, confidentiality, child protection etc.

Meeting the Needs of SEND Pupils

Lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

Staff Training

All those involved in teaching RSE are given opportunities to develop skills, knowledge and confidence in addressing RSE. Such opportunities include: team teaching, discussions, peer coaching, observations,

training courses and classroom support. Any form of CPD should be disseminated within the school and staff are encouraged to evaluate its impact on teaching and learning.

Ground Rules

Teachers are not expected to be subject to personal questions or comments and the ground-rules should be clearly stated at the start of each lesson, and written up on display. Pupils may be involved in the class Ground Rules making process;

- Pupils should be made aware of their responsibility to maintain discretion outside of the classroom and especially to younger children;
- This discretion extends to the asking of personal questions outside the classroom to other pupils. There is a right to respect other people's privacy;
- Children should be made aware that they have the right not to participate in discussion, or to be made to answer questions. All comments should be respected and not laughed at or belittled in line with the school's Golden Rules;
- If a question is inappropriate to answer in an open forum, but could be addressed one-to-one, parental permission must be sought;
- Only biological names for body parts shall be used;
- Answers to questions and meanings of words will be explained in an accurate, factual and sensible way and expressed clearly, having regard to the age of those involved;
- It may be appropriate for teachers not to answer certain questions if they are pertaining to subjects that are unsuitable for discussion in the classroom;
- If a teacher doesn't know the answer to a question, acknowledge this and suggest that the pupil or teacher or both together research the question later;
- Confidentiality is not guaranteed in cases of discovered/suspected sexual abuse;
- Should disclosures occur, or any other cause for concern, procedure should follow the guidelines stated in the school's Confidentiality and Safeguarding Policies.

Assessment

It is useful to incorporate a before and after assessment of children's understanding of RSE. For example, pupils may mind-map, brainstorm or draw their understanding at the start of a topic and repeat the exercise at the end, allowing comparison. Summative assessment may also take place in the form of more formal activities, however assessment may also include:

- Self-assessment – diaries, check lists, portfolios
- Peer-group assessment – discussion, feedback, pupil reflection
- Teacher assessment – observations, debates, discussions, written work, drama, role-play, worksheets, quizzes or tests.

Monitoring and Evaluation

The RSE coordinator is responsible for the overall monitoring and evaluation of the RSE programme. Responsibilities include: lesson observations with feedback to teachers; scrutiny of pupils' work; oral feedback; monitoring planning; discussions in staff meetings/INSET sessions etc.; questionnaires.

Location and Dissemination of the Policy

A copy of the RSE Policy shall be held by the PSHE coordinator and published on the school website for other stakeholders to view.

Role of Parents/Parents' Right to Withdrawal

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 how their children are taught. Parents are welcome to view, review, develop and discuss the RSE Policy and curriculum by appointment. A copy of the PSHE curriculum map appears on the school website so that parents know when sessions will be taking place.

From September 2020, parents have the right to withdraw their child from some of the Sex Education lessons in Y6 only, following discussion with the class teacher and/or the RSE coordinator. Parents do not have the right to withdraw their child from lessons on Relationships Education, Health Education or the Science Curriculum.

Arrangements should be made by teachers for those withdrawn to visit another classroom, not involved in RSE activities, with suitable tasks provided.

Development and Review Process

This policy shall be reviewed every two years.

Ratified by Governors at Full Governing Body meeting

Signed by:

Date:

Appendix 1

Statutory Curriculum Content:

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

For further information regarding the statutory content of Relationships Education, Relationships & Sex Education and Health Education, please see '*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' (DfE 2019)

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