

Policy on Relationships and Sex Education (RSE)

“We aim to inspire a love of learning and provide the opportunities and encouragement for everyone to develop his or her full potential in meeting excellent standards of achievement and behaviour.”

Definition

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline. In addition to this, it enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. (Sex Education focuses on how a baby is conceived and born.)

This policy complies with legal requirements (including The Equality Act, 2010 and schools) and is informed by the North Yorkshire Guidance For Schools On Developing A Relationships And Sex Education Policy. (Sept 2019). Visit the following link to the DfE website for further information:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Consultation

This policy was reviewed in February 2020. It is updated every three years and was produced following guidance from NYCC. It has been approved by the Local Governing Board. Parents were consulted through the school's usual communication links. Pupils views were considered through School Council discussions.

Principles and Values

Monk Fyston and Saxton Schools believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all pupils in our care and delivered in a sensitive, age-appropriate and developmentally-appropriate way.
- Encourage every pupil to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. 'Family' is a broad concept and does not just have one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider the important values are love, respect and care for each other.

Aims:

The aim of Relationships and Sex Education is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of relationships. Our RSE

programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- develop confidence in talking and listening about feelings and relationships in order to share and respect each other's views
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- enable children to be aware of personal, psychological, emotional and physical changes in themselves and others
- understand the consequences of their actions and behave responsibly within developing relationships.
- avoid being pressured into uncomfortable or unsafe situations.
- communicate effectively by developing appropriate terminology for sex and relationship issues
- enable children to develop the ability to form positive relationships
- develop awareness of their sexuality and gender, and understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

Values:

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

Learning Outcomes:

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

Delivery of RSE and the curriculum

The school RSE content can be seen on the PSHE curriculum document on our school website. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The RE curriculum involves teaching the children the values essential for developing positive relationships. The Science National Curriculum is delivered and, although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

RSE delivery is the responsibility of the class teacher, who receives CPD training and updates from the PSHE co-ordinator at appropriate times.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate, personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, staff aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

Resources used to support the teaching of RSE have been carefully selected following guidance from NYCC Education Services and the Healthy Child Team. They include some video materials specifically created for primary schools, as well as workbooks and discussion tasks.

Themes taught within the PSHE curriculum that include aspects of RSE are:

Foundation Stage - We are all different. (Considers differences between girls and boys and knowing the correct terminology for all body parts and understanding of privacy.)

Yr 1- Exploring friendship and trust. (The concepts of friendship and trust.)

Yr 2- Keeping clean. (Personal hygiene.)

Yr 3 -Your feelings your choice. (Looks at personal safety and decision making.)

Yr 4 - Keeping safe. (Deals with peer pressure.)

Yr 5 - Growing and changing. (Physical and emotional changes as puberty begins.)

Yr 6 - Growing and changing. (Changing & different kinds of relationships, human reproduction, including conception.)

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age-appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

In keeping with the 2010 Equalities Act, our RSE curriculum teaches about and is inclusive for lesbian, gay, bisexual, transgender and heterosexual pupils. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

Right of Withdrawal of Pupils from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education lessons (how a baby is conceived and born). All other aspects under the

definition of relationships and health education are statutory and parents do not have the right to withdraw. School will make alternative arrangements for any withdrawal cases. Parents are encouraged to discuss their decision to withdraw with teachers and the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses and we are happy to share resources that may support parents in discussing RSE issues with their children at home.

Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This is made clear when forming the class Ground Rules at the start of sessions. Inappropriate questions will be handled sensitively by staff following the advice received during training and in line with other school policies.

Safeguarding

All staff receive regular safeguarding training and robust policies and procedures are in place to safeguard the welfare of our pupils.

Concerns that arise during RSE lessons will be recorded and referred to the DSL for further advice.

Health professionals in school are bound by their codes of conduct, but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with Child Protection Policy & Procedure

Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Head teacher and Senior Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. This will include regular surveys of pupils (including GUINY) and parents.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Personal Social Health Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's personal development policy (RSE), and on support and staff development, training and delivery.

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