Fourlanesend Community Primary School

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Dear Parents and Carers

Please see our Relationships and Sex Education DRAFT policy. Your feedback on this policy is very important to us. It you have any comments or suggested amendments to this policy please let us know by Monday 9th May. If you have any concerns please do not hesitate to contact me.

Yours sincerely

R. Norton

Rebecca Norton

Relationships and Sex Education Policy – Fourlanesend CP School

Relationships and sex education is the right and responsibility of the parent. The school provides relationships and sex education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to relationships and sex education they have a right to withdraw their child/children from those aspects of relationships and sex education not covered by the National Curriculum Science Order (NCSO).

Why we need a relationships and sex education (RSE) policy

"Effective Relationships and Sex Education (RSE) in primary schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy…." (National Children's Bureau, 2006)

"RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings" (Sex Education Forum 1999)

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfEE Sex and Relationships Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

Strong delivery of RSE/PSHE in schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006). Key features included; systematic delivery of RSE/PSHE in primary and secondary schools; a strong focus on achieving National Healthy Schools Status and the use of the DfES SRE Guidance (issued in 2000) as a driver for training and support in schools, including planned programmes of training for Governors.

Relationship to other school policies

This policy should be read in conjunction with:

- Anti-Bullying
- Safeguarding

- Child protection
- SEN

Local and national guidance and priorities

This policy has been developed from a draft local authority policy based on the following documents:

- Sex and Relationships Education Guidance (DfEE 2000)
- Quality Standards for Sex and Relationships Education (Warwickshire LEA 2002)
- Sex and Relationships Education for Primary Age Children (Sex Education Forum Fact Sheet, 2002)
- Cornwall.gov.uk – Cornwall teenage pregnancy rate falls to a record low – Web Article – (03.03.15)
- Sex Education Forum (2014) SER Policy Guidance: The step by step guide to updating your school sex and relationships education policy. London: NCB for the sex education forum

The Aims of Sex Education
Based on the above definition the aims of RSE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of stable loving relationships including marriage for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To help support young people through spiritual, physical, emotional and moral development
- To work in partnership with parents, families and the wider community to promote positive relationships and provide effective support for young people

In this school RSE has three main elements, all of which are important for a balanced RSE programme:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and

- Developing critical thinking as part of decision-making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

Moral dimension
The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the schools RSE programme
The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

RSE is taught in Year 5 and 6 and will be offered to Year 4 at the parent's discretion.

Content is delivered through the 'BBC Active Sex and relationship education' and 'Lil-Lets education resources puberty and periods'

3.3 At primary school level relationships 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; and
- are prepared for puberty.

National Curriculum Science
We teach the statutory requirements and non-statutory guidance within the science curriculum.

Key Stage 1
Children are introduced to the process of reproduction and growth in animals

Key Stage 2
Pupils are taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.
Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

The school recognises that RSE must be taught at both Key Stages and not left until Year 6. Whenever RSE appears in the school's PSHE/Ct programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

The delivery of RSE

It is recognised that this a small school and that the relationships between staff, parents and pupils is often very close. Teachers have at times found it difficult to talk to pupils with regard to personal and sexual relationships. Nevertheless there is a recognition that pupils need to be prepared to face the challenges of growing up. All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy.

Mrs Norton is responsible for the overall co-ordination and monitoring of RSE within the school's curriculum. As such the co-ordinator will present a small report to the governing body on a yearly basis setting out the impact of the RSE policy to the governors; it will highlight areas for development relative to pupils progressing through the school.

Methods of teaching and resourcing

In the delivery of RSE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play

- Research and presentation

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

The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the relationship and sex education of their children in the home context. Books used to support RSE are also found in the school library and pupils may borrow them as and when need occurs. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into RSE.

Monitoring and evaluating RSE

As stated above the RSE co-ordinator is Mrs Norton. It is the co-ordinators responsibility to:

- ensure that RSE occurs in the school's curriculum according to the national curriculum and the policy
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the schools programme

The co-ordinator will be given time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage as part of their time to monitor the curriculum.

Dealing with sensitive issues

As stated above it is recognised that in a small school such as this teachers, parents and pupil have very close relationships, sometimes going over years – particularly where parents were pupils of the school and were taught by current staff. Therefore it is necessary that teachers are clear about their professional approach to this area of the curriculum. As such the governors expect teachers and pupils to follow the protocols set out below in sessions that are based on discussion.

- No individual (teacher or pupil) will have to answer a personal question
- No individual will be forced to take part in a discussion
- Only the correct 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 advise that the appropriate person to answer a question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

Parental right to withdrawal from RSE

As stated above parents have the right to withdraw their pupils from RSE that falls outside the National Science Curriculum. They must do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfEE support pack for parents who withdraw their children for RSE as presented in the school's basic curriculum. The right to withdrawal will be made clear in the school's prospectus.

Policy review

The school's governing body forms the RSE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

- parents
- staff
- pupils

The school will do this by sharing the policy, inviting comment and listening to feedback.

This policy was agreed April 2016