

BOURNEBROOK C. of E. PRIMARY SCHOOL
RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction

‘Effective sex and relationships education (SRE) in primary schools can help build happier, healthier relationships now and in their adult lives...’ (National Children’s Bureau 2006)

Effective SRE 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.

Development and dissemination process

This policy was formulated by a working party consisting of the Headteacher, PSHE Co-ordinator, pupils, parents and governors.

The draft policy was circulated to staff and governors. Parents were informed of the draft policy through the school newsletter and invited to comment. An overview of the policy is discussed with pupils.

The policy will be communicated to all relevant partner agencies and visitors and be accessible from the school office for any other interested parties.

Aims of the policy

Within the ethos of our Church of England school and upholding Christian values, this policy aims to:

- Give guidance on some of the issues involved in delivering Relationships & Sex Education.(SRE)
- Identify the importance of delivering SRE as part of the PSHE & C curriculum.
- Emphasise the importance of working in partnership with parents and the wider community.
- Ensure RSE is delivered through a whole school approach.
- Enable staff to work effectively with young people on all personal relationship and sexual health issues.

The Children Act 2004

This policy follows the legislation found in The Children Act 1989 and 2004 and the 1996 Education Act and includes the right of parents to withdraw their children from sex education where it is outside the National Curriculum.

Objectives of relationships and sex education

The objectives of relationship and sex education in our school are to:

- Help support young peoples through physical, emotional and moral development.
- Provide pupils with accurate information and help them develop the skills to understand difference and respect for themselves and others.
- Promote the spiritual, moral, cultural, mental and physical development of our pupils.

- Teach about human sexuality in a way that encourages them to mature and respect themselves and others.

Desired outcomes for relationships and sex education

The desired outcomes for relationship and sex education in our school are:

- Pupils develop confidence in talking, listening and thinking about feelings and relationships.
- Pupils begin to feel prepared for the opportunities, responsibilities and experiences of adult life.
- Children in Year 4 are informed about puberty before they experience the on-set of physical change, and pupils in Year 6 are informed about human reproduction.
- Children's emotional and physical development is supported through their transition year before moving to secondary school.
- Pupils develop positive values and a moral framework in tune with Christian teachings that will guide their decisions, judgements and behaviour in preparation for adulthood.

Management and co-ordination

There is an identified member of staff (Miss Purkis) who supports the implementation of the RSE curriculum within school alongside the headteacher. There is a named member of staff (Mrs Alison Patchett) and a governor (Dr T Moriarty) responsible for child protection issues within school.

Staffing and staff development

All staff are competent to deliver the RSE curriculum. Teachers are enabled to attend training as required to develop their confidence and knowledge.

Curriculum organisation, planning and delivery

The elements of RSE curriculum are:

- Attitudes and values: respect, stability, love/care, decision-making, considering moral dilemmas, conscience, nurturing.
- Personal and Social skills: managing emotions, confidence, self-respect, actions and consequences, managing conflict.
- Knowledge and Understanding: physical development, human sexuality, reproduction.
- Some physical aspects of RSE are mandatory within the Science curriculum; other aspects are included within PSHE.
- Teaching is usually within the usual class organisation and methods and content is suited to the ages and abilities of the pupils taught and allows for opportunities to discuss issues on a one to one or group basis.

Monitoring, evaluation and review

The RSE Curriculum and its delivery will be monitored by the PSHE Co-ordinator with the support of the Science Co-ordinator and RSE Governor using the following methods:

- Lesson observation and feedback to teachers.
- Looking at samples of pupils' work.

- Pupil and staff discussions.
- Teachers making regular comments on the scheme of work/lesson plans.
- Monitoring curriculum plans, half-termly and termly, with feedback to teachers. End of unit assessments.
- RSE/PSHE will be an agenda item at governor curriculum meetings.

Teaching strategies promoted by the school

Ground rules are set and question boxes used in order to create a safe, open environment for all. Children's questions are handled sensitively and, if desired, anonymously. Any questions deemed particularly sensitive or controversial by the teacher, will be acknowledged and then discussed individually. Children are given the opportunity to speak to the school nurse or member of staff individually. A range of techniques will be utilised in the teaching of RSE , eg role play; videos; theatre groups etc.

Puberty

Relationship and sex education is established within a context of PSHE, so as pupils reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes. This forms part of the Y4,5 and Y6 RSE curriculum.

Partnerships

The school liaises with parents by letter to reassure them of the content of the RSE programme, the context within which it is taught, and to support them in their discussions regarding RSE with their children.

The school will support parents in:

- Helping their children learn the correct names of the body parts.
- Talking with their children about feelings and relationships.
- Answering questions about growing up, having babies, relationships.
- The school will also consult parents regularly on the content of the sex and relationship education and invite parents to view RSE resources.

Equality of opportunity

All pupils regardless of their sex, gender identity, disability, educational needs, race, nationality, ethnic or national origin and religion are entitled to an RSE curriculum which is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE they receive at school will be the main, and sometimes only, source of sex education.

Confidentiality and handling disclosures

Teachers, pupils and parents are aware of the boundaries regarding confidentiality within the curriculum. Teachers will not offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services. Only in the most exceptional circumstances will information be handled without parental knowledge. A disclosure of a serious nature will be grounds for concern and child protection issues should be addressed in the appropriate manner.

Disclosures

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher will talk again individually to the pupil before the end of the school day. The teacher may then discuss the issue with an appropriate colleague without giving the name of the pupil. If not, the teacher will follow the school's confidentiality policy. The incident will be recorded.

Child protection

Children cannot learn effectively if they are concerned or frightened about being abused or being victims of violence in their home or anywhere. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. All Bournebrook teaching staff have been trained through the Protective Behaviours Programme and this is taught within the curriculum each year with the key messages being reinforced.

Teachers need to aware that effective relationship and sex education, which brings an understanding of what is, and is not, acceptable in a relationship, can lead to a disclosure of a child protection issue. If a member of school's staff suspects that a child is a victim of, or they have reason to believe that he/she is at risk of abuse, they will report their concerns to the child protection officer in school. Our senior member of staff with designated responsibility for child protection is Mrs Alison Patchett.

The context and relationship to other school policies

- PSHE policy – The school delivers the non-statutory elements of RSE in the PSHE curriculum.
- Science policy – The school delivers the statutory elements of RSE in the Science curriculum.
- Child protection policy – In the event of a disclosure or concerns about a pupil at risk or harm, see the school's policy on Child Protection.
- Confidentiality policy – Teachers and visitors are expected to work within the boundaries of the school's policy on confidentiality.
- SEND/Equal opportunities policy – For further guidance on the provision for young people with SEND, see the Equal Opportunities and SEND policy.
- Using outside visitors in school policy – The school uses the school nurse/other visitors to contribute to the SRE programme in school. This policy outlines the responsibilities for both the visitor and the school.
- Relationship and sex guidance fits into the wider pastoral role of school staff, as advice and guidance may be sought outside of RSE lessons.
- Anti-bullying – The school's behaviour/anti-bullying policy is important as it highlights the safe and caring environment the school activity promotes to support teaching and learning in the school.

Sources of support

Compass Health and Wellbeing Service 03300245204

Local and national guidance

Documents that have been used in the creation of this policy are acknowledged below:

- Producing your school's Sex and Relationship Education Policy (PSHE Association 2013)

- Sex and Relationship 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)

Review process: Review of this policy will involve all school staff, pupils, parents, governors and the school nurse.

Date of review: June 2016

Date of next review: June 2018

Approved by Governors: