

CHILTERN PRIMARY SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

DEFINITION

Relationship and Sex Education

"The aim of Relationships Education is to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online. We are clear that parents are the primary teachers of their children and that this subject should complement what pupils are taught at home, with the active involvement of parents in the subject to ensure it is effective."(ref: Relationships Education, Relationships and Sex Education, and Health Education in England, DfE February 2019).

RATIONALE

At Chiltern we believe that RSE is important of young children so they are responsible and are well informed about decisions in their lives. We believe that it should contribute to the physical, emotional, moral and spiritual development of all young people within the context of today's society. It should reflect and be sensitive to the cultural, ethnic and religious influences within the home, school and wider community.

AIMS AND OBJECTIVES

At Chiltern, we aim to:

- Develop self-awareness and self-esteem, enabling pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community.
- Provide opportunities for pupils to develop skills that will enable them to make and maintain appropriate relationships within the family, with friends and the wider community.

- To help pupils' develop language, decision making, choice and assertiveness skills to ensure they make the most of their abilities.
- Establish an awareness of the importance of a stable family life and relationships, including the opportunities and responsibilities of adult life.
- Help pupils to develop an understanding of differences and the need to respect themselves and others, preventing and removing prejudice.
- Help pupils to understand that they are in charge of and responsible for their own bodies.
- Provide pupils with accurate and relevant information about the physical and emotional changes they will experience as they grow into adults.
- Provide accurate information about the correct terminology with regards to body parts, the process of reproduction and the nature of sexuality in the context of a caring, loving family.
- Raise awareness of inappropriate relationships (sexual abuse) and what pupils should do if they are worried about sexual matters.

ORGANISATION

At Chiltern, the Relationship and Sex Education programme is tailored to the age and the physical and emotional maturity of the children.

The programme will not be delivered in isolation but will be taught through different aspects of the curriculum in Foundation Stage, Key Stage 1 and 2. It will be delivered mainly through Science and the PSHE schemes of work.

We start as early as Foundation stage so that children can learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. We also teach children how to behave protectively, to enable them to spot early warning signs and the development of unsafe relationships.

Many children leave Primary School having started puberty so it is important that all pupils know what to expect before it happens. This is why RSE happens across the school as it helps pupils to learn progressively as they mature and can revisit the subject on a regular basis which reinforces learning and provides lots of opportunities to ask further questions.

The teachers do their best to answer all questions with sensitivity and care. Only the correct names for body parts will be used and the meanings of words will be explained in a sensible and factual way.

LEGAL REQUIREMENTS

All schools must teach Relationship and Sex Education as part of the National Curriculum. Parents do not have the right to withdraw their child/children from Relationships Education. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. This links to the 'Keeping Children Safe in Education 2019' policy.

Foundation Stage:

Pupils learn about the young animals and the concept of male and females. The pupils develop skills to form positive relationships with both peers and adults. Pupils begin to show sensitivity to others around them and learn about positive behaviour and how to follow rules.

Key Stage 1:

Pupils learn about how to communicate their feelings and how their behaviour can affect other people. They will be taught about what is right and wrong and how not to keep secrets if it makes them feel uncomfortable, anxious or afraid. Pupils will learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how/who to tell. They will learn to recognise the different types of teasing and bullying and find strategies to resist these. Pupils will be taught the names for the main parts of the body and compare boys to girls (ref: PSHE Association 2017).

Key Stage 2:

They will learn how to recognise and respond appropriately to others feelings and what contributes to a positive and healthy relationship. Pupils will understand how their actions can affect themselves and others. Pupils are taught about how to judge what kind of physical contact is acceptable or unacceptable and how to respond. They will develop the concept of 'keeping

something confidential or secret'. Pupils will know how to work collaboratively towards a goal (ref: PSHE Association 2017).

In Years 5 and 6, we place particular emphasis on health education as many children are experiencing puberty at this age. In Year 5 the focus is personal hygiene, with the teaching of puberty and menstruation. In Year 6 the focus is adolescence, puberty and menstruation but with greater focus on this and how it affects their bodies and emotions.

We liaise with the Local Health Authority about suitable teaching materials to use in the teaching of these lessons. The School Nurse is also involved and will come in to talk to the children and deliver lessons. NSPCC come into school every 2 years to deliver an assembly to all children. They then provide an hour long workshop for Years 5 and 6 called "Speak out, Stay Safe". After the visit children should feel empowered knowing that they can speak out and stay safe.

THE ROLE OF THE PARENTS

At Chiltern we are aware that home is normally the best place for educating children about RSE as parents are often well placed to answer questions as and when they arrive. The school works towards this in partnership with the parents and hopes to build positive and supportive relationships.

To promote this, we:

- Inform parents about the school's Relationship and Sex Education Policy and practice.
- Answer any questions that the parents may have about the Sex Education for their child.
- Give parents the right to withdraw their child from any Sex Education lessons which do not form part of the National Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.
- Have pastoral support for children and parents.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the Relationship and Sex Education 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 training, so that they can teach effectively and handle any difficult issues with sensitivity.

CONFIDENTIALITY

Pupils and parents/carers will be made aware of the policy of confidentiality.

The pupils will be told:

- That their best interests will be maintained.
- To talk to their parents/carers and to be given support to do so.
- That teachers cannot offer unconditional confidentiality.
- That if confidentiality has to be broken, they will be told first and then supported as appropriate.
- About sources of confidential help, such as the school nurse, GP or councillors.
- About the need for the use of ground rules in the lesson.

Teachers confidently teach Sex Education lessons in a sensitive manner.

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 referring to DSL's.. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols in the Child Protection Policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher or DSLs. The Head teacher or DSL's will then deal with the matter in consultation with health care professionals.

LINKS TO OTHER POLICIES

This policy links to:

- PSHE Policy
- Safeguarding and Child Protection Policy

- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy

MONITORING AND REVIEWING

The PSHE co-ordinator and Head Teacher are responsible for:

- Supporting staff in the delivery of the Relationship and Sex Education Policy.
- Monitoring that we meet our objectives as detailed in this policy.
- Gathering feedback from the School Council about their views of the policy and teaching of RSE.
- Gathering feedback from parents and carers about their views of the policy and teaching of RSE.

The Governors monitor and check that the school policy is upheld.

DATE OF POLICY: September 2019

REVIEW DATE: September 2021