



BARLOWS PRIMARY SCHOOL

Relationships and Sex Education Policy

Committee with oversight for this policy	Curriculum Committee
Policy to be approved by the Curriculum Committee	June 2019
Policy last reviewed by the Curriculum Committee	
Policy last ratified and adopted by the Curriculum Committee	
Policy / Document due for review	

Contents

Rationale	page 3
Consultation with Parents and Carers	page 3
How our policy was formulated	page 3
Aims and Objectives	page 4
Staff Training in the Delivery of RSE	page 4
Equal opportunities	page 4
Delivery of RSE	page 4
Assessment & Evaluation of Teaching and Learning	page 5
Confidentiality and Safeguarding	page 5
Partnership with parents/carers	page 5
Pupil withdrawal procedures	page 6
Answering difficult questions	page 6
SEND pupils	page 6
Mental Health and Wellbeing	page 7
Dissemination	page 7
Appendix 1 – Statutory Requirements	page 8
Appendix 2 – Non Statutory Requirements	page 9
Appendix 3 – Letter to parents regarding RSE Workshops	page 10

Rationale

Relationships and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children.

Relationships and Sex Education contributes to the foundation of Personal Social Health Education (PSHE) and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

We employ a graduated approach to the teaching and learning of RSE, starting in Reception and progressing through to Year 6. Teachers use the **Christopher Winter Project** scheme of work, which delivers age-appropriate content to develop pupils' understanding in all aspects of RSE.

An overview of the different aspects covered in each year group can be found on the Christopher Winter Project website by visiting:

<https://cwpresources.co.uk/downloads/resources/SRE%20Primary%20Curriculum%20Overview%20-%20SAMPLE.pdf>

Consultation with Parents and Carers

The Headteacher, Mr. David Robinson, consulted with parents and carers on the Christopher Winter Project scheme of work during **May 2019**. Responses, on viewing the scheme of work and exploring the learning materials, were very positive.

Moral and Values Framework

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships and Sex Education Policy will be complimentary with the Religious Education Policy of our school.

Formulating Our Policy

Our RSE policy was formulated in consultation with the following members of the school community:

- Parents
- Pupils
- Staff
- Governors
- School Improvement Liverpool

Aims and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

Our objectives are for pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of their body and describe how their bodies work
- Be prepared for puberty
- Understand the basic changes that happen during puberty
- Understand how to keep their bodies healthy and clean
- Understand how to keep themselves and their bodies safe

Objectives for staff are to feel confident in:

- planning, delivering and assessing RSE
- answering questions from pupils and parents and dealing with sensitive issues

Staff Training in the Delivery of RSE

Teachers and Learning Support Assistants (LSAs) received training in the delivery of RSE in **June 2019**. This three-hour training session was delivered by a representative from School Improvement Liverpool.

Equal Opportunities

Barlows Primary School is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups, but there may be occasions where children with special educational needs (SEND) are given extra support.

We believe that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through lesson observations to ensure that no pupil is disadvantaged.

Delivery of RSE

The Legal Requirements of Sex Education Provision are covered in the National Curriculum for Science. These areas are statutory and can be found in Appendix 1.

The Non Statutory requirements which our pupils will be learning about, can be found in Appendix 2.

At Barlows Primary School, RSE is embedded within a comprehensive PSHE curriculum. We incorporate RSE throughout the curriculum using the Christopher Winter Project plans and additional resources.

RSE lessons always take part during the Summer Term of the academic year. The rationale for this is that it allows pupils sufficient time to develop a strong relationship with their class teacher and LSA. As a result, pupils are more likely to feel comfortable in being taught the content and to ask any further questions they may have.

The school will notify parents and carers informing them that RSE lessons will be taking place.

At Barlows Primary School, RSE is delivered by the class teacher. From Reception to Year 3, this done in mixed sex groups. However, from Year 4 upwards, boys and girls may receive RSE education in same sex classes,

delivered by either their class teacher or the parallel year group teacher. This may be when discussing the practicality of keeping clean, related to male / female functions.

Assessment and Evaluation of Teaching and Learning

Assessment of RSE delivered within the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained
- Skills learnt and developed
- Attitudes and values explored
- Responses offered by pupils

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the RSE – (was it early enough?)
- Peer assessment
- Self-assessment
- Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

Confidentiality and Safeguarding

Before, during and after RSE lessons are taught, the pupils will be reminded of the following:

- Ground rules for listening and confidentiality
- Teachers to reassure the pupils that their best interests will be maintained
- Pupils will be encouraged to talk to their parents/carers to support them
- Pupils will be reminded that teachers cannot offer unconditional confidentiality

There may be rare occasions when a primary school teacher is directly approached by a primary aged child who is sexually active or contemplating sexual activities, and/or is being abused or exploited. This would be viewed as a child protection issue. Schools have designated staff to deal with these rare incidents.

At Barlows, this would be dealt with by the designated Child Protect Officer, Clare Bakstad, or a member of the Senior Leadership team in her absence.

Partnership with Parents and Carers

The school views parents and carers as partners in the delivery of RSE.

Parents will be informed about the Relationships and Sex education programme at the start of the summer term, as part of the information provided on what their children will be learning.

The school will liaise with parents through:

- RSE workshops
- Newsletters
- School website
- RSE letter

The school encourages parents to voice any concerns about RSE with their child's teacher and will be invited to view materials. (Appendix 3)

Parents wishing for further support with talking to their child about RSE issues can contact the school.

This policy will be available on the school website for parents.

Pupil Withdrawal from Sex Education Lessons

Parents and carers have the right to withdraw their child from Sex Education lessons. If they wish to do so, they must arrange a meeting with the Headteacher to discuss this. Parents and carers are also welcome to make an appointment with the Headteacher to view the RSE curriculum and learning materials.

Parents and carers do not have the right to withdraw their child from Relationships Education, as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Answering Difficult Questions/Dealing with Sensitive Issues

Teaching methods will take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. We will seek support from School Improvement Liverpool for support with teaching RSE where required.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their RSE

The children at Barlows Primary School represent different cultures and nationalities; it is our aim to provide an RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons are chosen carefully, avoiding stereotypical images.

SEND Pupils

As children with SEND can be vulnerable to sexual exploitation, it is paramount that they are provided with appropriate relationships and sex education. For specific children these lessons will need to be tailor made to ensure the content is delivered in a way in which they can access the materials. When necessary we will seek the support of our local SEND Schools to support us in designing these resources.

For children with Education Health Care Plans, we work collaboratively with our health colleagues to ensure that they are supported using a multidisciplinary approach. This may sometimes mean using outreach services and commissioning the support of external professionals. At all times, we consult with the parents and where appropriate the children themselves to design a bespoke package of RSE with the child's best interests at the centre.

Mental Health

As a school, we recognise that the breakdown or ending of a relationship can take many forms, from parents separating, friendship issues, bereavement and people moving out of the area. This can result in pupils suffering from issues that fall under mental health and wellbeing. In such circumstances, the school provides pastoral support through designated members of staff, which include a counsellor from the children's charity Barnardo's who visits the school weekly. Where deemed necessary, the school will also seek the support of external agencies such as CAMHS and social services to support the child and the family.

Dissemination

Our school will be doing the following:

- All staff members and governors receive a copy of the RSE policy.
- Training is delivered to staff on the policy content.
- Copies of the RSE policy are available on the school website.

We believe in the appropriate staff training to enable staff to deliver effective RSE.

Clare Bakstad (Designated CP Officer) and David Robinson (Headteacher) will access courses or INSET opportunities to assist staff involved in the delivery of RSE.

This policy will be reviewed every year and updated as required.

APPENDIX 1 – STATUTORY REQUIREMENTS

Key Stage 1 (age 5-7years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- 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 7-11years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Taken from the National Science Curriculum last updated in 2015.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

APPENDIX 2 – NON STATUTORY REQUIREMENTS

Year Group	Objective	When Taught
Reception	To consider the routines and patterns of a typical day	During the Summer Term
Reception	To understand why hygiene is important	
Reception	To recognise that all families are different	
Year 1	To understand some basic hygiene principles	
Year 1	To introduce the concept of growing and changing	
Year 1	To explore different types of families and who to ask for help	
Year 2	To introduce the concept of male and female and gender stereotypes	
	To identify differences between males and females	
Year 2	To explore some of the differences between males and females and to understand how this is part of the lifecycle	
Year 2	To focus on sexual difference and name body parts	
Year 3	To explore the differences between males and females and to name the body parts	
Year 3	To consider touch and to know that a person has the right to say what they like and dislike	
Year 3	To explore different types of families and who to go to for help and support	
Year 4	To explore the human life cycle	
Year 4	To identify some basic facts about puberty, reproduction and pregnancy	
Year 4	To learn about the physical changes during puberty	
Year 5	To explore the emotional and physical changes occurring in puberty	
Year 5	To understand male and female puberty changes in more detail	
Year 5	To explore the impact of puberty on the body and the importance of physical hygiene	
	To explore ways to get support during puberty	
Year 6	To consider puberty and reproduction	
Year 6	To consider reproduction in the context of relationships	
Year 6	To explore the process of conception and pregnancy	
Year 6	To explore positive and negative ways of communicating in a relationship	

APPENDIX 3 – LETTER TO PARENTS REGARDING RSE WORKSHOPS

Dear Parents and Carers,

Re: Relationships and Sex Education – parent and carer workshop.

As you will be aware, Relationships and Sex Education (RSE) forms an important part of the Personal, Social, Health and Economic (PSHE) education programme. RSE is also essential in supporting schools to meet their safeguarding duty. This year, teachers will be using a wide range of child friendly resources to deliver RSE to children during the summer term.

We will be running information sessions for all parents and carers on **ABCD** and repeating the same session on **ABCD**. During the session, we will explain the topics covered as part of RSE in our school from Reception through to Year 6 and provide you with an opportunity to view some of the learning materials.

If you would like to attend a session, please enter the school via the main entrance and come into the school hall.

Yours sincerely

David Robinson
Headteacher