

# St. Alphege CE Junior School

## Relationships and Sex Education Policy



## **How this policy was developed**

This policy was developed through a period of consultation with pupils, parents, staff, governors and the wider community by a working party consisting of teachers, governors, parents, and a representative from the Parish team of clergy. Links have also been established with secondary schools fed by St Alphege.

This policy takes full account of the school's legal obligations, the latest DFEE guidance – 'Sex and Relationships Education Guidance' (2000) and the supplementary advice, Sex and Relationships for the 21<sup>st</sup> Century (Sex Ed Forum) published in 2013, and has been written in accordance with LEA Guidelines for SRE.

## **What is RSE?**

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of family life, marriage and stable, loving relationships, respect, love and care.

Some aspects are taught in science, and others are taught as part of personal, social, health and education (PSHE).

At primary school, RSE 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;
- Be prepared for puberty.

(DfEE, 2000)

## **Consultation**

The programme for RSE has been developed from the children's existing knowledge and understanding as indicated by questionnaires completed by each child thus ensuring that it is appropriate to their needs. Children will be consulted about the content at the start of units of work relating to puberty in years 5 and 6. They will also be asked to evaluate units in order to improve the programme for future cohorts.

Parents of pupils in years 5 and 6 are given the opportunity to view videos and resources used with the children at an evening meeting, led by the PSHE lead, prior to units of work that focus upon puberty.

Under the 1993 Education Act pupils can be withdrawn by their parents/carers from parts of sex education that are outside the compulsory elements of sex education contained within the Science National Curriculum. Parents wanting to exercise this right are invited to discuss their concerns with the head teacher or PSHE subject leader.

## **Statement of values for RSE**

RSE will reflect the values of the PSHE programme and policy that are in evidence through the school's mission statement and Christian ethos. As a result of consultation with pupils, staff, parents, governors and the wider community, the values identified below are felt to be of particular pertinence in RSE and include examples of what these values look like in action.

### **Love**

- *commitment within family life, marriage and stable loving relationships*
- *compassion for others within the family, school and wider community*
- *relationships where people care for one another*

### **Empowerment**

- *confidence to express opinions and make informed choices*
- *to be and feel valued as individuals*
- *to experience contentment as a result of fulfilling relationships*

### **Knowledge**

- *giving children accurate information appropriate to their age, needs and development*
- *answering questions honestly but with regard to their age, needs, development and the nature of the question*
- *to develop life skills and respectful attitudes and values*

### **Responsibility**

- *teachers have a responsibility to ensure that their attitudes do not affect their teaching*
- *teachers have a responsibility to challenge homophobic, biphobic and transphobic bullying behaviours in school*
- *children taking responsibility for themselves and their choices*

### **Respect**

- *showing awareness of and consideration for diversity within different types of relationship and family group*
- *the right for children to have their opinions heard and for them to be able to amend or change opinions*
- *quality RSE as an entitlement for all children*
- *understanding of differing gender needs and a commitment to meet those needs*

## **Statement of Aims**

RSE will:

- be developmental and appropriate to the age and maturity of the child;
- put forward factual knowledge and encourage the exploration of facts;
- examine opinions and concepts and encourage discussion;
- encourage awareness, respect and responsibility for oneself and others.

## **Roles and responsibilities**

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE.

The **head teacher** is the designated member of staff for child protection.

The **senior management team** will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The **PSHE subject leader** will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

All **teachers** are involved in the school's RSE provision and have a responsibility to deliver quality RSE within the planned provision and which meets the daily needs of the children. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice and access to appropriate training. Teachers also have a duty to bring to the head teacher's attention any child protection issues (see Child Protection Policy for specific guidance).

**Governors** have overall responsibility for school policies. They will be consulted about the RSE provision and policy and receive regular reports at governors' meetings. The designated governor for child protection is Jayne Gooderidge.

**Parents/carers** have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach, which encourages dialogue between parents/carers and their children. In addition to the opportunities for parents of children in years 5 and 6 to view resources during the summer term, lower school parents will be offered support and guidance around their roles and responsibilities as well as those of the school.

**Pupils** have an entitlement to quality RSE appropriate to age and circumstance. They will be actively consulted about their RSE needs and their views will be central to developing provision. Pupils have a responsibility to work within agreed ground rules and values.

## **The taught RSE programme**

Throughout Key Stage 2, aspects of RSE are taught as an integral part of the school's PSHE provision. Elements will also be covered within the statutory Science orders of the National Curriculum and RE curricula. Computing is a valuable resource to teach online safety relating to RSE. Texts used in English will often provide opportunities for the development of themes within RSE. The Speaking and Listening strand of the English curriculum provides opportunities for children to practise skills of importance in RSE. In this way, children will be able to develop their ideas, knowledge and skills gradually and appropriately.

The long-term plan for PSHE and schemes of work identify the following topics where objectives relating to RSE are encountered. The references shown pertain to the National Curriculum non-statutory guidance for PSHE. Below the statements of

what must be taught are suggested learning outcomes put forward by Ofsted. Those marked with an \* are part of the National Curriculum Science requirements and are therefore statutory. (See Appendix 1).

### **Sensitive Issues**

The RSE working party and school staff have identified the following issues as being of a sensitive nature and therefore in need of consideration and professional development prior to any teaching taking place. Some of these will be covered as part of the teaching programme in years 5 and 6 while others may arise as a result of pupils' questions. As with all issues in RSE, answers will be given within the values framework established at the start of this policy.

Issues discussed within work on puberty –

- Periods
- Erections
- Body changes/body image
- Differences in rates of maturation
- Wet dreams
- Hormones
- Consent
- Diversity within relationships and family life
- Online safety – including pornography online
- Healthy relationships

Incidental Issues -

When questions arise relating to these issues staff should answer honestly but with regard to the age, needs and development of the child as stated in the value 'knowledge'. Staff may wish to discuss answers on an individual or small group basis rather than with the whole class.

- Homosexuality – pupils should be reminded that 'respect' is one of our values therefore we show awareness of and respect for diversity within different types of relationship. If relevant, staff may want to point out that 'crushes' on members of the same sex are a natural phenomenon during puberty for some young people. Staff according to our agreed values, have a 'responsibility' to ensure that their attitudes do not affect their teaching.
- Masturbation – pupils must be given accurate information appropriate to their age, needs and development if our values are to be upheld. Staff must also make clear that this is a natural activity in order to dispel the many myths surrounding it.
- Contraceptives – once again, due regard must be given to the value 'knowledge'.
- Abortion – it must be acknowledged that this is an emotive issue and one where opinions vary greatly. Pupils have a right to be given accurate information, including the fact that abortions can occur spontaneously where they are referred to as miscarriages. Staff according to our agreed values, have a responsibility to ensure that their attitudes do not affect their teaching.
- Intercourse – information about how intercourse occurs will not be explicitly taught as part of RSE in years 3, 4 and 5 but may arise as a result of pupils' questioning. If this issue arises, several values must be considered and the

answers given in keeping with them. Information will be given as stated in the value ‘knowledge’ but within the context of ‘love’ – commitment within family life, marriage and stable loving relationships, and ‘empowerment’ – to experience contentment as a result of fulfilling relationships. In year 6 children will learn about how/why married couples have intercourse in the context of reasons people decide to marry and the unique relationship between couples. The aforementioned values will underpin all teaching and learning.

### **Teaching Strategies**

A wide range of teaching strategies will be used, predominantly by class teachers, which enable pupils to actively participate in their own learning. These will include through circle time, planned aspects of science and PSHE, stories/literacy and visits from external agencies such as visiting theatre groups. Children have been consulted about the ways in which they prefer to learn and this information will inform teacher’s planning.

**Ground rules** will always be established by teachers to create a ‘safe environment’ in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of rules are:

- No one will have to answer a personal question;
- No one 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 factual and sensible way.

**Distancing techniques** will be used to help teachers to avoid embarrassment and protect pupils’ privacy by depersonalising discussions. Role-play is a powerful strategy through which this can be achieved.

**Difficult or explicit questions** do not have to be answered directly (see ground rules) but may be answered individually later, at a prearranged time, with honesty and due regard for the age and maturity of the child as well as being within the school’s agreed framework of values. If staff are in any way concerned they will seek advice from the PSHE subject leader or head teacher if the issue is one of child protection.

### **Resources**

A range of teaching resources is used to assist in the teaching of RSE. No one scheme has been adopted rather staff select resources according to the needs of their children with regard to the following points:

- The school’s values and moral framework;
- Appropriateness in terms of language, images, attitude, maturity and understanding;
- Factual accuracy;
- The range of children and families it reflects;
- The needs of boys and girls;
- Purpose – skills development, development of attitudes, discussion of values, providing information;
- Gender identity, challenging stereotypes;
- Encouraging active and participatory methods.

All resources used in the teaching of RSE should be approved by the subject leader. Parents are invited to view videos at an evening led by the class teachers and the PSHE subject leader.

### **Equal opportunities**

In accordance with the Equality Act (2014), the varying needs of pupils regarding RSE depending upon their circumstances and background will be reflected in the provision made for them. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will ensure that the equal but different natures of men and women are not compromised. Every member of the school community will challenge sexual stereotyping and bullying, including homophobia.

The school will take into consideration the needs of different ethnic and cultural groups. Respect for and understanding of these views will be promoted.

It is recognised that pupils and staff may come from a variety of family situations and home backgrounds. Care will be taken that there is no stigmatisation based upon home circumstances.

Programmes of RSE will be planned so that students with learning, emotional or behavioural difficulties or physical disabilities will also be able to understand their physical and emotional development thus enabling them to make positive decisions in their lives.

### **Confidentiality**

Teachers and other members of the school staff cannot offer or guarantee confidentiality to pupils. Ground rules established during lessons will ensure pupils are aware of what confidentiality is in the context of our school policy. Should such a situation occur as a disclosure at an inappropriate time, the teacher or member of staff should talk individually to the child before the end of that school day. Staff should reassure pupils that their best interests will be maintained and that if confidentiality has to be broken, they will be informed first and then supported as necessary. It would be appropriate for the member of staff to discuss the issue with the PSHE subject leader, the child's class teacher or the Head Teacher as the Designated Safeguarding Lead if abuse is suspected.

The policy for confidentiality is shared with all adults coming into our school who work with pupils. The 'Confidentiality Agreement' (see Appendix 2) is shared with visitors who sign to acknowledge their awareness of our school policy.

### **Monitoring, evaluation and review**

Teaching and learning in RSE will be monitored through lesson observations and pupil interviews carried out by the subject leader on an annual basis. Feedback will be given to staff individually and the information collected used to identify specific and more general professional development needs.

Regular evaluation of the RSE programme by the children, their parents/carers and the staff involved will inform future practice by identifying training needs, ensure that the programme remains relevant to the needs of the children and help maintain a commitment to quality RSE. Pupils and parents of children will complete short

questionnaires in years 5 and 6 to give an idea of the impact of the programme and, in the case of year 5 children, inform planning for the coming year's work.

The policy will be reviewed by the RSE working party and changes put before governors during the Easter Term of the same year.

## **Complaints**

Complaints by parents or others regarding the curriculum or of a general nature should be discussed initially, as appropriate, with the class teacher or head teacher. It is desirable that complaints should be dealt with informally, but if that is not possible, then a written, formal complaint should be registered with the head teacher, unless it is a matter concerning the head teacher, when it should be directed to the chair of governors. Parents may ask for a copy of the full complaints procedure by the governing body; the Complaints Policy is available on the school website.

Person responsible for leading policy development: PSHE subject leader, Sue Ward

Review date: November 2019

Personnel involved: RSE working party, Governor Representative, Representative from St Alphege Church, Teachers, Pupils and Parents.

## **Appendix 1**

### **Curriculum Coverage**

Pupils should be taught:

#### **Year 3**

##### *Caring for Others*

Pupils should be taught:

- 4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view.
- 4b to think about the lives of people living in other places and times, and people with different values and customs.

Pupils will be able to:

- Express opinions, for example about relationships and bullying.
- Listen to and support others.
- Respect other people's viewpoints and beliefs.
- See things from other people's viewpoints, for example their parents and carers.
- Listen to, support their friends and manage friendship problems.

Pupils will know and understand:

- Why being different can provoke bullying and know why this is unacceptable.

##### *Keeping Safe*

Pupils should be taught:

- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and to know how to ask for help and use basic techniques for resisting pressure to do wrong.

Pupils will be able to:

- Identify adults they can trust and who they can ask for help.

- Balance the stresses of life in order to promote both their own mental health and well being and that of others.
  - Recognise the pressure of unwanted physical contact, and know ways of resisting it.
- Pupils will know and understand:
- That safe routines can stop the spread of viruses including HIV.
  - How the media impact on forming attitudes.
  - About keeping themselves safe when involved with risky activities.
  - That their actions have consequences and be able to anticipate the results of them.
- Pupils will have considered:
- When it is appropriate to take a risk and when to say no and seek help.
- Pupils will know and understand:
- How to communicate safely and respectfully online

## **Year 4**

### *My Family and Friends*

Pupils should be taught:

- 4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view.
- 4b to think about the lives of people living in other places and times, and people with different values and customs.
- 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Pupils will be able to:

- Express opinions, for example about relationships and bullying.
- Respect other people's viewpoints and beliefs.
- Be self-confident in a wide range of situations, such as seeking new friends.
- See things from other people's viewpoints, for example their parents and carers.
- Listen to, support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example in relation to gender

Pupils will know and understand:

- The many relationships in which they are all involved.
- Where individual families and groups can find help.
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The need for trust and love in established relationships.

## **Year 5**

### *Respecting Others*

Pupils should be taught:

- 4b to think about the lives of people living in other places and times, and people with different values and customs.
- 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Pupils will be able to:

- Express opinions, for example about relationships and bullying.
- Respect other people's viewpoints and beliefs.
- See things from other people's viewpoints, for example their parents and carers.
- Recognise and challenge stereotypes, for example in relation to gender.

Pupils will know and understand:

- How the media impact on forming attitudes.
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable.

- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles, values and customs in the school and in the community.

### *My Relationships*

Pupils should be taught:

- 4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view.
- 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Pupils will be able to:

- Express opinions, for example about relationships and bullying.
- Listen to and support others.
- Respect other people's viewpoints and beliefs.
- Be self-confident in a wide range of situations, such as seeking new friends.
- See things from other people's viewpoints, for example their parents and carers.
- Listen to, support their friends and manage friendship problems.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- The many relationships in which they are all involved.
- Where individual families and groups can find help.
- About different forms of bullying people and the feelings of both bullies and victims

Pupils will have considered:

- The need for trust and love in established relationships.

### *Taking Risks*

Pupils should be taught:

- 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and to know how to ask for help and use basic techniques for resisting pressure to do wrong.

Pupils will be able to:

- Identify adults they can trust and who they can ask for help.
- Discuss moral questions.

Pupils will know and understand:

- That safe routines can stop the spread of viruses including HIV.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and be able to anticipate the results of them.

Pupils will have considered:

- When it is appropriate to take a risk and when to say no and seek help.

### *My Future*

Pupils should be taught:

- 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

Pupils will be able to:

- Listen to and support others.
- Respect other people's viewpoints and beliefs.

- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of situations, such as seeking new friends
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote both their own mental health and well being and that of others.
- Discuss moral questions.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction. \*
- About the main stages of the human life cycle. \*
- About the physical changes that take place at puberty, why they happen and how to manage them.
- How the media impact on forming attitudes.

Pupils will have considered:

- The need for trust and love in established relationships.

## **Year 6**

### *Moving On*

Pupils should be taught:

- 4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view.
- 4b to think about the lives of people living in other places and times, and people with different values and customs.
- 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- 3c about how the body changes as they approach puberty.
- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.

Pupils will be able to:

- Express opinions, for example about relationships and bullying.
- Listen to and support others.
- Respect other people's viewpoints and beliefs.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of situations, such as seeking new friends
- Recognise their own worth and identify positive things about themselves.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction. \*
- About the main stages of the human life cycle. \*
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are all involved.
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable.

Pupils will have considered:

- The diversity of lifestyles, values and customs in the school and in the community.

### *My Feelings*

Pupils should be taught:

- 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

Pupils will be able to:

- Listen to and support others.
- Identify adults they can trust and who they can ask for help.
- Recognise their own worth and identify positive things about themselves.

- Balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- See things from other people's viewpoints, for example their parents and carers.
- Discuss moral questions.
- Listen to, support their friends and manage friendship problems.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- How the media impact on forming attitudes.

Pupils will have considered:

- The need for trust and love in established relationships.

The following aspects of RSE will be addressed within the Science curriculum. References relate to the statutory National Curriculum Science Orders – Life and Living Processes.

Children should be taught:

### **Year 5**

#### *Life Cycles*

- 1a that the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2f about the main stages of the human life cycle.

### **Year 6**

#### *Interdependence and Adaptation*

- 1a that the life processes common to humans and other animals include nutrition, growth and reproduction.

## **Appendix 2:**

### **Policy for Confidentiality for visitors working with pupils:**

**Thank you for coming into our school. We have thought carefully about confidentiality. This means that we expect our partners to:**

- Help us in providing supportive opportunities for pupils to talk
- Only talk in a professional manner about pupils and their families
- Never promise unconditional confidentiality (keeping a secret) to a pupil
- Where other professionals work to their own codes of practice, confidentiality must be clearly explained to pupils from the outset
- Where worries exist about a pupil's safety and where there is a need to discuss this with another adult, initial discussions would maintain anonymity. Where this is no longer possible, the pupil would always be informed first of the need to share and be appropriately supported
- Potential safeguarding issues e.g. sexual abuse, are always referred to the Designated Safeguarding Lead.

**Thank you for your support in looking after the well-being of our pupils.**