

Kingswood Primary School
Relationships and Sex Education Policy

BACKGROUND

Kingswood is a smaller-than-average size primary school with children in Early Years Foundation Stage taught in one Reception class. The proportion of pupils from minority ethnic groups is below average. Few pupils speak English as an additional language or are at an early stage of learning English. The proportion of pupils supported by school support or with an EHCP of special educational needs is lower than average, as is the proportion of pupils known to be eligible for free school meals.

The following people have been involved in this policy's development and consultation:
Julia Waterson – Head of School
Gemma Sansum/Alice Holton-Science and PSHE coordinator
All teaching staff
Governors

The policy reflects the DfES 2020 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority.

This policy is available to the parents via the school website.

Definition of RSE:

RSE “is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”.

INTRODUCTION

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Kingswood Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations (see Appendix 2-4) and it has been delivered from September 2020.

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional.

AIMS AND OUTCOMES OF RSE IN THE CURRICULUM:

At Kingswood Primary school, the overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

CONTENT OF THE SCHOOL RSE PROGRAMME

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at Kingswood maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. (Please see scheme of work for a further breakdown of content.)

We also teach RSE through other subject areas (eg Science, Computing PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

SCIENCE CURRICULUM

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can reproduce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others.
- To treat others with sensitivity.

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction.
- About the main stages of the human life cycle.

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

PSHE CURRICULUM

At Kingswood Primary School, the main RSE content is delivered during PSHE lessons via our 'relationships' and 'healthy bodies, healthy minds' topics for both Key stage 1 and 2 throughout the year.

RSE is normally delivered by class teachers, PSHE coordinator and the school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Please see our PSHE policy or Scheme of work for a further breakdown of themes

COMPUTING CURRICULUM

There will be some aspects of the RSE curriculum that will be delivered as part of our school computing curriculum. These will be taught primarily in Computing lessons during the autumn term. Children learn such things as: What to do if they find something inappropriate online, develop strategies for staying safe online, and learning about the positive and negative effects of being online. As a school, we also participate in Safer Internet day and Anti-bullying week, which will also cover aspects of the RSE curriculum.

EYFS

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

DELIVERY OF CURRICULUM

Resources used are flexible in order to meet the needs of the pupils and curriculum. Correct medical vocabulary will be used throughout the RSE and PSHE curriculum and a vocabulary progression document has been put together for staff to use in lessons.

RSE is delivered through: Circle time activities with an emphasis on being safe; raising self – esteem, active teaching and learning, role play/scenarios, card sorting, discussion etc.

External agencies helping us to deliver RSE in our school include the school nurse. The school nurse is invited in to school because of their particular expertise or contributions that they are able to make – this is to enhance the provision already in place through the taught PSHE curriculum.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

PARENTAL INVOLVEMENT

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents will be provided with the opportunity to find out about and discuss the school's programme through parent awareness sessions, parents' evenings, the school website, displays and an open door policy.

To promote effective communication and discussion between parents and their children, we notify parents through information letters, termly curriculum maps and the school website about when particular aspects of RSE will be taught. We also encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

PARENTAL RIGHT TO WITHDRAW

Parents do not have the right to withdraw their child from Relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

Parents wishing to exercise the right to withdraw their child for parts of the RSE curriculum need to contact the Head of School. Once a child has been withdrawn, they must not take part in sex education lessons without parental approval.

Any complaints about the sex education curriculum should be made to the Head of School.

If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

If a conversation arises about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

PUPIL INVOLVEMENT

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The RSE leader interviews random groups of pupils across the school as part of the monitoring and evaluation process.

HOW THE SCHOOL RESPONDS TO SPECIFIC ISSUES RELATED TO RELATIONSHIPS AND SEX EDUCATION

Answering Difficult Questions

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 who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Ground Rules

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

Inclusion

The RSE policy reflects and is in line with the schools' equal opportunities policy and the schools ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Kingswood and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. However, If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

HOW THE RELATIONSHIPS AND SEX EDUCATION PROGRAMME IS MONITORED, EVALUATED, AND ASSESSED

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. These are recorded in a class PSHE book as evidence. At the end of the year each year group reviews the RSE programme they have implemented and pass on any comments to the PSHE leader as part of her monitoring cycle. A random selection of pupils are interviewed by the PSHE leader throughout the course of the year to discuss matters such as safety, wellbeing and the RSE curriculum implementation. The RSE policy is reviewed frequently, taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

PROFESSIONAL DEVELOPMENT FOR STAFF

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

LINKS TO OTHER POLICIES AND ADVICE

This RSE Policy is supported by, but not limited to:

PSHE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Anti-bullying Policy

Sex and Relationship Education Guidance – DfES

REVIEW OF THIS POLICY

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Policy reviewed spring 2024