



Gillibrand Primary School



Relationship and Sex Education Policy

This policy is underpinned by the school values:
kindness, honesty, perseverance, pride in our school, learning from mistakes and self-belief

Introduction

Gillibrand Primary School believes that its pupils have a right to the highest quality relationship and sex education (RSE) as part of the overall PSHE education and science curriculum. Through this we will help them to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives. RSE will, as far as possible, support the importance of marriage or stable relationships for family life and bringing up children. Within this the school will ensure there is no discrimination of children based on their different home circumstances, gender, ability, ethnicity, religion, language, class or physical ability. All pupils within school will have the same opportunity to realise their potential.

This policy is in line with current DfE Relationship and Sex Education and Health Education Statutory Guidance (2020), PSHE association guidance and the Equalities Act 2010.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims

Relationships and sex education aims to give children:

- skills for successful relationships
- emotional literacy
- improved confidence and self-esteem
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body

This policy also aims to:

- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- deliver a programme that values family life in its widest context but also recognises the social, cultural and religious background of pupils and other members of the school community
- reflect difference and diversity within the curriculum linked to our British values
- provide education about growth and personal relationships which is delivered confidently with a mutual comfort of sensitive issues
- provide a framework in which sensitive discussions can take place

- prepare pupils for puberty, and give them an understanding of their growth and development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- build on what the pupils already know, understand, think and feel, helping and enabling them to mature in their changing world

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. 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 from the Coram Education Team. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Gillibrand Primary School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation - school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation - parents and any interested parties were invited to review and feedback on the policy.
4. Pupil consultation - we investigated what exactly pupils want from their RSE.
5. Ratification - once amendments were made, the policy was shared with governors and ratified.

Objectives

- To generate an atmosphere where questions can be asked and answered openly without embarrassment and trust and confidentiality are agreed (see confidentiality policy)
- To establish clear ground rules for pupils, teachers and relevant visitors which will create a safe learning environment for everyone involved in the lesson
- To provide opportunities for the development of personal skills: communication, negotiation, decision making, problem solving and assertiveness
- To provide opportunities for pupils to develop confidence and self-esteem using appropriate activities which encourage this
- To provide information about the physical, social and emotional aspects of puberty before it's onset
- To provide opportunities for pupils to develop a respect for their own bodies and to accept variations in growth and development (social, emotional and physical)
- To explain the basic human biology of reproduction and how a baby is born
- To encourage acceptance of sexuality by providing appropriate vocabulary for all parts of the body
- To counteract misguided information, which may be gained from a variety of sources such as TV, magazines, newspapers, jokes/hearsay and peers
- To outline the importance of positive, caring relationships between people and different patterns of friendship
- To outline the role and value of family life (to include **All** types of family structures such as children living with grandparents, one parent families, same sex parents, foster parents, children in care etc)

- To provide opportunities for pupils to develop the skills and understanding to form positive, non-exploitative relationships which also promote mutual respect and sensitivity towards all
- To recognise, respect and accept the differences of others as well as accepting their own
- To regularly monitor and review the programme to meet the needs of all our pupils

Delivery

Relationships and sex education will be taught through discreet PSHE education lessons; through the science curriculum; online safety aspects of the computing curriculum and other aspects are included in religious education (RE) all in a safe, comfortable and appropriate environment. Pupils also receive stand-alone sex education sessions delivered by a trained health professional (Coram Education Team). Single gender lessons will be used as appropriate.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Gillibrand Primary School we recognise there are different teaching and learning styles which enable effective RSE. We acknowledge, as educators, the core education skills, which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our pupils by:

- Establishing clear ground rules
- Differentiating learning
- Using active learning methods, such as stories, mind mapping/thought showers
- Using Circle Time
- Individual/paired/group work
- Role play and scenarios
- Discussion techniques
- Reporting back
- Story boards
- Video clips
- Sharing lesson objectives with pupils
- Using distancing and de-personalising techniques
- Using an 'ask-it basket'

The content of RSE within the school

EYFS - To communicate and form good relationships with other children and staff, to be aware of their own feelings and of other children's.

KS1 - families, feelings, sequence of growth, change from being a baby, changes - similar and different to me, friendships, body parts and people who can help.

LKS2 - emotions and feelings, friendships, families, similarities and differences between humans, changing feelings, body parts, puberty, self-esteem and confidence.

UKS2 - Lifecycles and reproduction (science) - how a baby is made, puberty, self-esteem and body image (media images), preparation for transition.

Many topics such as abortion, contraception, infections, rape, masturbation, sexual behaviour and orientation will NOT be taught directly but may possibly be raised through the media especially TV soaps, reality TV shows, newspaper bill boards, magazines and newspapers, internet and as such may need explanation and answers should these arise. Parents would be informed of this with a discussion as to what would be said and by who.

Sensitive issues requiring Special Consideration

Disclosures

In some cases a question/comment may indicate a child to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding.

Confidentiality

If a child poses a private question to a teacher or other member of staff and requests secrecy, NO promise of secrecy or confidentiality will be given, but the child reassured that any steps taken will always be in their best interest and the school's confidentiality policy followed.

All staff at Gillibrand understand that the subject of RSE can be challenging but do believe that our pupils have a right to be provided with suitable, accurate information matched to their age, physical and emotional development.

As a part of the RSE programme, the children will be encouraged to ask questions. This could be through the use of an 'ask it' basket (anonymously) or as a general part of the lesson. This will enable them to ask questions about issues related to RSE which they want clarifying. At Gillibrand Primary School, we believe that all questions should be acknowledged but accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/ specialist /adult may answer the question later with the whole class, individually, or decide to refer the question to the parents. The school expects the teachers to use their professional skills and discretion in such cases and always to keep in mind the age and maturity of the child as well as the aims, objectives, values and procedures set out in the policy document. Occasionally children may ask questions out of context. On such occasions staff will be expected to respond as stated above.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. However, they have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents are informed of the puberty sessions ahead of time by letter. An information meeting for parents will be held before the session/s, giving more detailed information on what will be taught and resources to be used.

Roles and responsibilities

The governing board: will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher: is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE alongside the co-ordinator.

Staff: are responsible for: delivering RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of individual pupils; responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the coordinator or headteacher.

Pupils: are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Staff development and training

The school recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff have the opportunity to access appropriate and relevant training and development opportunities.

Monitoring arrangements

The delivery of RSE is monitored by the coordinator through: learning book scrutiny, pupil voice questionnaires and learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems using pre and post learning tasks.

Reference to related policies

Safeguarding policy, PSHE Education policy, Science policy, confidentiality policy, child protection policy, R.E policy, teaching and learning policy.

Policy written: May 2020

Approved by governors: July 2020

