

The Heights Primary School Policy for Relationships and Sex Education

Version 1.4

Responsible officer: Headteacher
Responsible Committee: Curriculum Committee

Date of last review: November 2018
Date of next review: November 2020



1. Policy Statement

Relationships and Sex Education is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, sex, sexuality, and feelings (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. The 1996 Education Act states that all primary schools must provide an up to date RSE policy.

The recommendation from the DFE is that the relationship and sex education programme of the school should be tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Safeguarding and the Child Protection Policy.

2. Aims and Objectives

This policy provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

RSE in our school aims for pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- protect themselves and ask for help and support
- be prepared for puberty.

3. Moral and Values Framework

The RSE programme at The Heights Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

4. Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Pupils are helped to understand difference and to respect themselves and others.

Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from different members of staff.

5. Organisation, content and provision

In line with national recommendations, RSE will not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Emotional, Health Education and Citizenship (PSHEC), Science and RE. At The Heights Primary School, the main content is delivered in PSHE lessons and follows the progressive JIGSAW approach and programme. Pupils also develop their sensitivity and tolerance towards others through collective worship.

It is normally delivered by class teachers in mixed gender groups. However, there may be occasions where single sex groups are more appropriate and relevant. Active learning methods which involve children's full participation are used.

RSE is covered in two of the six JIGSAW puzzle programmes which are taught in all classes from Reception to Year 6 in terms 5 and 6. The full content can be found in Appendix 1.

Relationships

This has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All JIGSAW lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me

This deals with change of many types, from growing from young to old,. Becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group things about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Designated Safeguarding Lead for Child Protection (The Heights Headteacher). Staff are supported to help them deliver effective RSE. A range of materials are drawn upon to ensure RSE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

When appropriate, visitors from outside school with particular expertise (e.g. health professionals) may be invited to contribute to the delivery of RSE in school. Visitors will be made aware of, and agree to abide to, The Heights' RSE policy and school ethos. Visitors are supervised and supported by a member of staff at all times. Their input to PSHE lessons forms part of a planned programme negotiated and agreed with staff in advance.

6. Working in partnership with parents

Parents are the key people in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

At The Heights we are committed to working with parents and carers and consulted with them in the review of this policy. We inform parents by letter when pupils will be studying RSE. We also offer an annual information session in the spring term for parents about what RSE is and how RSE is taught throughout the school.

Parents have the right to withdraw their children from all or part of the RSE provided, except for those parts included in the statutory Science National Curriculum.

Parents are asked to contact the Head Teacher who will be available to discuss any concerns.

7. Controversial and Sensitive Issues

RSE will take place in a secure and supportive environment. As a general rule the member of staff concerned will maintain a child's confidentiality. However, if this person believes that the child is at risk or in danger, she/he will talk to the Designated Safeguarding Lead for Child Protection and follow the school procedure for reporting a concern.

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.

Pupils' questions arising from RSE are answered according to the age and maturity of the pupil 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 Designated Safeguarding Lead for Child Protection if they are concerned.

The Heights Primary School believes 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. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

8. Dissemination

RSE policy is shared with all staff and parents. It is also available to read on the school website. The Anti-Bullying Policy is also actively shared with parents.

9. Assessing and Monitoring

The RSE policy is to be reviewed every 2 years and appropriate amendments to be made where needed.

Information from staff, survey results and quantitative data will all feed in to the review of the RSE policy to ensure effectiveness and relevance.

Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	October 2014	First version drafted
1.2	November 2014	Finalised following curriculum committee meeting.
1.3	November 2016	Reviewed and approved following minor updates.
1.4	November 2018	Amended by the HT and AHT.

Appendix 1

The six JIGSAW puzzle programmes can be seen by visiting the link below:

<https://drive.google.com/file/d/1NFcgvjOfWezmk9uuxSHCkXkW35yh-O5K/view?usp=sharing>