



St George's C of E School

Relationship and Sex Education (RSE) Policy

DEFINITION OF RELATIONSHIP AND SEX EDUCATION

Relationship and Sex Education involves acquiring information and forming positive attitudes, beliefs and values about relationships and sexuality. It includes understanding about growing up and reproduction, but it is also about being able to make respectful, informed and safe decisions. Paramount importance is placed on forming and maintaining healthy relationships and on pupils growing into young people who appreciate and practise values of self-esteem, self-worth and self-respect. Furthermore, it is about gaining an understanding of human sexuality within the context of a stable and loving relationship including, but not limited to, marriage.

AIMS AND OBJECTIVES

The purpose of the policy is to:

- Fulfil statutory guidance (DfES 2000) and recognise that the DfE expects that all state schools “should make provision for personal, social, health and economic education” and that “RSE is an important part of PSHEE” (DfE guidance 2013). As set out in the Education Act of 2006, we have a “duty to prepare children for the challenges, opportunities and responsibilities of adult life”.
- Provide parents/carers, governors, pupils and outside visitors with access to the content, organisation and approach to the teaching of RSE
- Enable parents/carers to support their children’s learning about RSE
- Acknowledge the right of parental withdrawal from RSE, except those aspects included in the national curriculum (Education Act 1996)
- Provide a consistent approach to RSE that ensures progression and continuity throughout the school from the Early Years Foundation Stage to Year 6
- Provide teachers with help in planning and organising activities which are appropriate to pupils’ stage of development.

Our aims are that pupils will be able to:

- Develop the skills and understanding to live healthy and confident lives
- Develop the confidence to talk, listen and think about their feelings and their relationships
- Make healthy and informed choices and form positive relationships
- Develop positive attitudes, values and beliefs and challenge negative attitudes and prejudices
- Respect the views of others
- Enter puberty, prepared for the changes that will take place
- Understand about puberty, reproduction and sexuality
- Understand that a variety of families exist
- Make sense of misinformation in the media and from peers
- Seek help for themselves or others (through knowledge of organisations such as the NSPCC and ChildLine)

CONTENT AND ORGANISATION of THE TEACHING AND LEARNING OF RSE

RSE is taught through different aspects of the primary curriculum:

- Science
- PSHE and Citizenship

This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects.

We ensure that the same messages about being safe online are taught through RSE as in Computing (online safety and teaching and learning is addressed in each year group as part of the Computing National Curriculum 2014). Additional online safety messages are also taught in specific PSHE lessons/topic themed days, such as Safer Internet Day, and teachers will employ professional judgment to identify further teaching and learning opportunities where necessary.

In the EYFS, PSHE is embedded in aspects of daily practice and through planned Personal, Social and Emotional Development (PSED) areas of learning. In KS1 and KS2, RSE is taught in designated PSHE and Citizenship lessons, as well as delivered as an embedded part of the curriculum.

Primarily, RSE is delivered by class teachers. However, support may also be given by outside agencies such as the School Nurse or the NSPCC. If visitors are involved in RSE we will ensure that we provide them with an up-to-date copy of the school's RSE policy and ensure that they adhere to it. The class teacher will be present throughout. We will also plan and evaluate their contribution as part of the school's RSE teaching programme.

PLANNING

Through specific teaching, pupils will gain knowledge and understanding as well as begin to form their own values, attitudes and skills.

This development will begin in the EYFS and progress through childhood to adolescence. Class teachers should refer to our expected learning outcomes for each year group when planning lessons (see RSE Expected Learning Outcomes Appendix 3)

RESOURCES

Each KS2 class has a PSHE and Citizenship Planning and Resource File, which contain our expected outcomes for each year group for RSE. These files include resources needed for lessons set out in the scheme.

In order to address abusive relationships and ensure children are aware of how to seek help for themselves and others, each year the NSPCC/ChildLine will deliver assemblies to children from Reception-Year 6 and teach designated sessions to Upper KS2 classes. Teaching around CSE will be done sensitively and under the teacher's professional judgements, in consultation with SLT. This will always be age appropriate.

HOW IS RSE TAUGHT?

While teaching RSE, teachers and other adults initially set ground rules. These protect teachers from answering questions which are too personal. They do not discuss their personal relationships, opinions or sexual orientation with the pupils.

Answering pupils' questions

A question box is also provided at the start of Year 5 and 6 RSE units. This enables children to ask questions anonymously and for teachers to answer questions that they deem suitable. There is also scope for questions to be answered in a single sex group.

Safeguarding

During the teaching of RSE, no teacher can promise total confidentiality. If a teacher believes that a child is at risk or in danger, he or she will talk to the Designated Safeguarding Lead and follow Child Protection procedures. We will also be alert to those who may be vulnerable to the risks of CSE.

Organisation of lessons

Single sex lessons for Year 5 and 6 will be utilised as a teaching tool **alongside** mixed groups for question and answer sessions. Where possible, a teacher/educational professional of the same gender will support groups of children of the same gender in order to provide a more comfortable environment of openness and trust. RSE is generally taught in mixed groups to encourage boys and girls to work together and learn about each other.

The RSE policy reflects, and is in line with, our equal opportunities policy and the school ensures that the teaching of RSE is inclusive, appropriate and relevant to all pupils. We will emphasise the importance of strong and supportive relationships including, but not limited to, marriage and aim to reflect the broad range of experiences amongst pupils to ensure all pupils feel that all families are valued.

In some cases, agreed after consultation with parents/carers and SLT, specific differentiation may be required and specialist resources may be used to respond to individual needs. In some cases pupils may work in small groups or individually to access their RSE. This will always be supported and directed by the class teacher.

Arrangements for helping girls cope with menstruation

A sanitary bin is provided for pupils who begin menstruating. This is situated in the upper Key Stage Two disabled toilets. The class teacher/Medical Care Teaching Assistant is available to help with emergency sanitary protection, which is stored in the medical room.

Cultural, religious and ethnic diversity

As a multi-faith school, we recognise and value the variety of religions and cultures within our environment. Our RSE teaching, therefore, is sensitive to these differing beliefs and experiences.

WORKING WITH PARENTS/CARERS

We place the utmost importance on sharing responsibility with parents and carers for their child's education. We will take every opportunity to inform and involve parents and carers by:

- Making paper copies available if requested
- Ensuring parents/carers are informed when their children will be receiving RSE
- Ensuring that parents/carers are invited to a showing of the RSE DVD used in Year 5 and Year 6
- Ensuring that the class teacher/PSHE Subject leader offers time to discuss any concerns or provide more information
- Helping parents/carers support the needs of their children
- Ensuring parents/carers know that they have the right to withdraw
- Consulting parents/carers on the policy when it is reviewed

A letter is sent out to parents at the beginning of each RSE unit, from Year 5 upwards, stating the intended teaching programme (see Appendices 1 and 2). Included in this letter is an open invitation to parents/carers, encouraging them to come and discuss the lesson content with the class teacher and watch a showing of the teaching clips so that they may feel better equipped to support their child at home. If the time/date of the showing is inconvenient, the parent/carer can arrange an alternative time with the teacher.

After discussion, parents will then have the right to exclude their children from those aspects of RSE which are not included in the National Curriculum for science. If a parent/carer wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the class teacher who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to complete in another class.

MONITORING AND REVIEW

This policy links to the PSHCE policy, the safeguarding and child protection policy, the anti-bullying and behaviour policy, the equality policy and the e-safety policy. Our provision of RSE is part of our approach to support the health and wellbeing of children and our commitment to our status as a maintaining healthy school.

The planning and coordination of the teaching of RSE are the responsibility of the PSHCE subject leader.

This policy will be reviewed every two years, or when the need arises for statutory changes to be made.

Date of policy: Spring 2017

Review date: Spring 2019

This policy was developed by the school in consultation with pupils, staff, parents and carers and the wider community. We have also taken account of the

- RSE guidance (DfEE 2000)
- Guidance on PSHEE (DfE 2013)
- Guidance produced by the PSHE Association "RSE for the 21st century" (February 2014)

APPENDIX 1



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Summer Term

Dear Parents and Carers,

As part of the Year 5 science and PSHCE curriculum, we will be covering Relationship and Sex education (RSE) this half term. These lessons will provide the children with factual information, which will be beneficial in the future. The lessons will be supported by a DVD called "Living and Growing", which is made by Channel 4 Schools. The following issues will be covered:

- Physical changes which occur in boys and girls during puberty
- Emotional changes which occur during puberty

We would encourage you to attend a showing of the DVD on [REDACTED], where you can gain an understanding of how to support your child in their RSE. If you have any queries or concerns we would also be happy to discuss them with you. If you cannot attend but would like to see the DVD, please arrange an appointment with me at another time.

It is your right as a parent to withdraw your child from these classes - alternative work will be provided, and your child will work in another class for the duration of the session. However, some elements of the lessons are compulsory as they are part of the statutory science curriculum. You must arrange to speak to me to discuss this matter if you feel unhappy about your child taking part in RSE.

Please complete the form below if you are going to view the video and return to the class teacher. It helps us to know how many to expect on the day.

Thank you for your continued support.

Yours sincerely,

(Year 5 Teacher)

I will be viewing the Year 5 DVD on [REDACTED]
Child's name _____ (Year 5) Signed: _____

APPENDIX 3

RSE Expected Learning Outcomes

Each year group should consolidate and build upon prior learning.

All the following skills are implicit in our approach to teaching RSE at St Georges:

- To talk, listen and think about feelings, relationships and growing up
- To form and maintain positive relationships
- To respect differences between people
- To show empathy

In developing children’s attitudes, beliefs and SMSC, we emphasise:

- Feeling positive about growing up and caring about oneself
- The importance of respect, care and love
- The value of family life
- The importance of stable and loving relationships

Year Group	Learning outcome	Specific Resources
EYFS Continuous Personal, Social and Emotional Development (PSED) opportunities	To respond to significant experiences, showing a range of feelings when appropriate To have a developing awareness of their needs, views and feelings and be sensitive to the needs, views and feelings of others. To form good relationships with adults and peers. To work as part of a groups or class, taking turns and sharing fairly, working together harmoniously To consider the consequences of their words and actions To understand that people have different needs, views, cultures and beliefs, that need to be treated with respect. To interact with others negotiating plans an activities and taking turns in conversation To manage their own personal hygiene (Toileting, feeding, dressing, brushing teeth, germs and prevention) To know main parts of the body (head, facial features, neck, stomach, legs, hands, feet)	Practical resources Picture books Puppets Stories Posters
Year 1	Know what friendship is To know that humans grow as they get older To know that animals, including humans, have babies Know how they are growing and changing Know about different types of families and how they are special To value myself and others To know main parts of the body (consolidate EYFS learning)	
Year 2	Know about the human lifecycle and the changes humans go through from young to old Know how they are growing and changing Know about different types of families Know that humans grow and reproduce and that a male and female are needed to make their young Understand that people are similar and different Know about special family relationships Know how to manage friendships To know main parts of the body	
Year 3	Know how they are growing and changing - similarities and differences between then/now/future (abilities- physical and emotional) Know about similarities and differences between families Respect differences Know about gender stereotyping and the link with discrimination in order to challenge gender stereotypes Personal hygiene – washing and preventing body odour (This will be taught depending on the needs of the class and following teacher judgement, in consultation with PSHCE Subject Leader and SLT)	Roll- on deodorants; washing products (if applicable)
Year 4	Know that they are/will be growing and changing – emotional and basic bodily changes that will start to happen Know how they have grown and changed since being babies Know about different ways to keep clean and healthy Know about the importance of personal hygiene and keeping clean Know about different ways to manage friendship difficulties To understand that family and friends should care for each other – healthy and unhealthy relationships To know that they can have different kinds of relationships with different people, including those between friends and family (to also include marriage) To know the basic biology of human reproduction (conception to birth) To know the correct terminology for parts of the body (include vagina, penis , testicles -not clitoris)	Roll- on deodorants; washing products Diagrams
Year 5	Know the main (male and female) body changes at puberty, including the emotional changes	All About Us:

	<p>Know the main biological differences between males and females, including the reproductive parts</p> <p>Know what menstruation is and how to prepare for and manage it</p> <p>Know what a wet dream is and how to manage it</p> <p>Know why hygiene is especially important during puberty</p> <p>Know how to manage the changes at puberty</p>	<p>Living and Growing DVD (Channel 4 Learning Alternative version 2013) Unit 2 Chapters 1 and 2: Changes Unit 2 Girl Talk Chapters 2 and 3 up to 3 minutes 4 seconds Unit 2 Boy Talk Chapter 2 up to 10 minutes 16 sec</p> <p>Sanitary protection NSPCC workshops</p>
Year 6	<p>Know that puberty brings about changes in emotions, including with friends and family</p> <p>Know how the media affects attitudes to gender and portrays Relationship and Sexes in developing a positive body image</p> <p>Know the qualities of good friendships</p> <p>Know the difference between a friendship and an intimate relationship</p> <p>Know about different types of relationships, including marriage</p> <p>Know how a baby is made and what conception and fertilization are</p> <p>Know how babies are born</p> <p>Know that a human is pregnant for 9 months and about pregnancy</p> <p>Know the roles and responsibilities of being a parent and how to respond to the needs of babies</p> <p>To understand the importance of making decisions for themselves and knowing the risks of peer pressure</p> <p>To have an awareness of HIV and its history</p> <p>Know where to go to get help and support</p>	<p>Diagrams</p> <p>School nursing team</p> <p>BBC fertilisation video clip</p> <p>http://www.bbc.co.uk/education/clips/z6tkq6f</p> <p>Development in pregnancy (Bupa)</p> <p>https://www.youtube.com/watch?v=h82ltr84_Yg</p> <p>Birth scientific animation</p> <p>https://www.youtube.com/watch?v=Xath6kOf0NE*</p> <p>NSPCC workshops</p>

*Due to the nature of video links' fidelity and credibility, teachers will ensure appropriateness before showing the clips to children.

All children must be equipped with the knowledge to keep themselves safe. The objective of knowing where to go to get help and support will be taught throughout school life in different contexts. It will also be addressed through NSPCC/ChildLine visits every 2 years from Reception – Year 6. This is part of our commitment to safeguarding.