

# Aqueduct Primary School

## Relationships and Sex Education (RSE) policy



2016-2017

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Signed C.L. Marsh Date 26/5/17

Signed T. Lockley Date 26.5.17

## Relationships and Sex Education Policy

At Aqueduct, relationships and sex education forms part of our Personal, Social, Health Education and Citizenship Policy across both Key Stage 1 and Key Stage 2.

The main aim of relationships and sex education is to help and support young people through their physical, emotional and moral development. It is hoped that it will help young people to respect themselves and others, and move with confidence from childhood through to adolescence.

Our PSHE & Citizenship Policy/Scheme of Work will help pupils to develop the skills and understanding they need to live confident, healthy and independent lives. It will also help pupils deal with difficult moral and social questions that may crop up in school life.

Pupils will learn the significance of marriage and stable relationships. Pupils will be given accurate information and help to develop skills to enable them to understand differences and respect themselves and others.

Relationships and sex education will contribute to promoting the spiritual, moral cultural, mental and physical development of our pupils. It will prepare pupils for the opportunities, responsibilities and experiences of adult life.

Our school aims underpin all we do at Aqueduct and these can be found in Appendix 2.

Teachers have a responsibility to ensure the safety and welfare of pupils and we can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex education within our PSHE framework.

Teachers and all those contributing to relationships and sex education are expected to work within the agreed school values. These values fall in line with the current legislation.

### Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and

governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Victoria Waring and Mark Wadhams.

### School Values

We value ourselves as unique human beings being capable of continuous growth and development. We should:

- develop an understanding of our own strengths and weaknesses
- develop self-respect and self-discipline
- make responsible use of our talents, rights and opportunities
- strive, throughout life, for knowledge, wisdom and understanding
- take responsibility, within our capabilities, for our lives.

### Relationships

We value others for themselves, not only for what they have or what they can do for us. Relationships are important for others, ourselves and also for the good of the community. We should:

- respect others, including children
- care for others
- show others they are valued
- earn loyalty, trust and confidence
- work co-operatively with others
- respect the privacy and property of others
- resolve disputes peacefully
- understand there are different relationships

### Society

We value families as sources of love and support for all members, and as the basis of society in which people care for others. We should:

- understand and carry out our responsibilities as citizens
- refuse to support values or actions that may be harmful to individuals or communities
- support families in raising children and caring for dependants
- support the institution of marriage
- recognise that the love and commitment required for secure and happy childhood can also be found in families of different kinds
- help people to know about the law and the legal processes
- respect the rule of the law and encourage others to do so
- respect religious and cultural diversity

- promote opportunities for all
- support those who cannot, by themselves sustain a dignified life style
- promote participation in the democratic process by all sectors of the community
- contribute to, as well as benefit fairly from, economic and cultural resources
- make truth, integrity, honesty and goodwill priorities in public and private life

## Environment

We value the environment, both natural and shaped by humanity, as the basis of life and source of wonder and inspiration. We should:

- accept our responsibility to maintain a sustainable environment for future generations
- understand the place of human beings within nature
- understand our responsibilities for other species
- ensure that development can be justified
- preserve balance and diversity in nature wherever possible
- preserve areas of beauty and interest for future generations
- repair, wherever possible, habitats damaged by human development and other means.

Relationships and Sex Education has three main elements:

### Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, stable and loving relationships and the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

### Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequence of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

## Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

## Content

### National Curriculum Science

#### Key Stage 1

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

#### Key Stage 2

- that the life processes common to humans and other animals include nutrition growth and reproduction
- about the main stages of the human life cycle

To ensure effective provision the above is delivered through the following themes within our PSHE & Citizenship Policy:

- developing confidence and responsibility and making the most of pupils abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people
- acknowledging the different relationships in our society such as homosexuals and transgender

This is further supported by our commitment to delivering some of our PSHE teaching through SEAL (Social and Emotional Aspects of Learning). In our second year of SEAL, children are more aware of their own emotions and feelings and are better able to talk about these and recognise strategies to deal with them. SEAL is a whole school approach in helping to develop better day to day relationships between pupils and pupils and adults in school. It will support

the delivery of the teaching of Relationships and Sex, and support the confidence of children in making the right choices for themselves.

Through our relationships and sex education we would expect our children 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

### Planning for Relationships and Sex Education

Our long term planning for relationships and sex education is integrated into our Personal, Social and Health Education scheme of work. As far as possible we have also linked the units of study to the Science work that the children will be studying.

When planning for relationships and sex education it will be at the teacher's discretion as to what teaching strategies are used depending on the age and development of the children.

It will be the responsibility of the teacher to deliver the lessons in Relationships and Sex Education. The school can also request the support of the school nurse when delivering Relationships and Sex Education lesson. Teachers of pupils from year 4, 5 and 6 will request this at their discretion should they deem it necessary and for the better of the children's learning.

### Units of study for Relationships and Sex Education

We use the Channel 4 programmes entitled "Living and Growing". These are available on video and DVD. These are accompanied by teacher resource books and have follow up activities for the children that reflect issues arising in the programmes and help to develop themes and further discussion. If you wish to view these please contact the school office **Tel. 386210**

## Outline of the programme

### Units studied in Key Stage 1

Programme number	Title	Content	Year Group
Unit 1			
Programme 3	Growing Up	A theme of "Where do I come from?" and continues work on life cycles, growth and change. It also looks at relationships.	Year 1
Programme 2	How did I Get Here?	A theme of "Growing" and looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It also covers the growth of the foetus during pregnancy.	Year 2

### Units studied in Lower Key Stage 2

Programme number	Title	Content	Year Group
Unit 1 continued			
Programme 1	Differences	A theme of "living things": the difference between male and female, feelings and life cycles.	Year 3
Unit 2			
Programme 1	Changes	Explores physical and emotional changes that take place at the onset of puberty and how we feel about ourselves. It considers some of the changes that are outside our control and the choices we face in others over which we can have increasing control as we grow up. It reaffirms that	Year 3

		puberty is a normal and natural process.	
Programme 2	How babies are made (the school nurse may be invited in to school to support in this session)	Examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family and relationships within it.	Year 4

### Units studied in Upper Key Stage 2

Programme 3	How babies are born (the school nurse will be invited in to school to support in this session)	Reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before the birth and the inheritance of physical characteristics. It also shows the birth of a baby.	Year 5
Unit 3			
Programme 1	Girl Talk (the school nurse will be invited in to school to support in this session)	Reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.	Year 6
Programme 2	Boy Talk (the school nurse will be invited in to school to support in this session)	Reviews the physical and emotional changes that take place for boys at the onset of puberty. It deals with the information not only	Year 6



		from the point of view of boys but also in terms of what girls need to know. Sexual intercourse and problems commonly faced by boys are given consideration.	
Programme 3	Let's talk about Sex (the school nurse will be invited in to school to support in this session)	Examines the development of relationships, the images of sex created by the media and popular culture, and marriage. Conception and contraception are explored along with stereotypical attitudes towards relationships and sex.	Year 6

In each year group the children will have an opportunity to recap the unit previously studied so that their knowledge and understanding is built up as they progress through the school.

Work to develop and encourage discussion and correct terminology takes place during each session. Reference books are available in the classroom.

#### Further arrangements to the above programme

In upper Key Stage 2 arrangements may be made for small groups of single-sexed pupils to have time with the school nurse. More details on menstruation, sanitary protection, discharge etc. can be discussed with the girls.

Issues such as erections, wet dreams, voice breaking, circumcision etc. are discussed with the boys.

This is also a time when children can ask the school nurse questions in confidence. For children who feel reticent about asking a question, they can anonymously put questions into a box and these will then be answered generally.

If children are absent during any of the planned sessions, arrangements are made to enable them to catch up on the sessions. This may mean contacting the parents so they can borrow the DVD to view at home with their child or arranging a small group session led by an available member of staff.

All health professionals involved in delivering our programme for the older children are expected to work within the school's relationships and sex education policy. However, if, during consultation with an individual child, they feel it necessary, they do follow their own professional code of conduct.

## Teaching Strategies

It is essential that schools help children to develop confidence in talking, listening and thinking about relationships and sex. A number of teaching strategies that will help staff and children are:

### Ground rules

A set of rules that will help create a safe environment in which teachers or children do not feel embarrassed or anxious about unexpected comments or questions.

### Distancing techniques

Teachers can avoid embarrassment and protect pupils' privacy by depersonalising discussions. The use of role-play, theatre, videos and DVD's can be used.

### Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in whole class settings. Teachers will need support and training so that they are prepared for the unexpected.

### Discussion and project learning

Discussion and project learning encourages enjoyable learning by pupils. Active learning is most effective when pupils work in a group. Circle time can be used at appropriate times.

### Reflection

Reflection is crucial for learning. Teachers can help pupils reflect on learning by using various questioning techniques.

Staff training and support will be provided if required.

The needs of all pupils will be addressed, taking account of their age, ability and level of maturity. Where specific cultural needs are identified we will ensure that, as far as possible, these are met.

### Working with Parents

Parents are the key people in teaching their children about sex, relationships and growing up. Therefore, we aim to be complementary and supportive of the parents' role and to have regard to parents' views about its content and presentation.

Having gathered views from the children and considered the responses to the questionnaires completed by parents about relationships and sex education, we shared our planned programme with parents in detail. Parents are able to view the videos and have access to booklets and resources so that they can help to support their child's learning.

Parents can be reassured that teachers have a responsibility to ensure the safety and welfare of all pupils and that the personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex within the PSHE framework. Teachers and all those contributing to relationships and sex education are expected to work within the agreed policy.

Parents will be consulted regularly on the content of relationships and sex education programme. A meeting will be held during the summer term of 2016. A letter is always sent, out prior to the teaching of the sex and relationship programme, to parents and carers to explain the content for each year group.

Telford and Wrekin's NGfL Policy will protect pupils in school from inappropriate resources on the Internet. Teachers will vet all other resources that may be used. However, parents also are able to view resources used in teaching relationships and sex education.

Parents may withdraw their child from all or part of the relationships and sex education we offer at Aqueduct, except for those parts included in the statutory National Curriculum for Science. Such a request must be put in writing to the Headteacher. The DFE have a standard pack of information for parents who withdraw their children from relationships and sex education.

### Confidentiality

Pupils will be encouraged to talk to their parents or carers. Pupils will know that teachers cannot offer unconditional confidentiality. Pupils should be informed of sources of help available. Ground rules will be set in relationships and sex education lessons. If personal disclosures are made then appropriate school procedures must be followed.

If a primary aged child who is sexually active or is being sexually abused discloses this information to a member of staff, safeguarding procedures will be followed immediately.

## Evaluation and monitoring

All teachers write up a termly evaluation, which includes PSHE and Citizenship along with relationships and sex education when appropriate.

The PSHE Co-ordinator will monitor planning, teaching and targets set within the School Development Plan.

The Relationships and Sex Education Policy will be reviewed regularly in consultation with parents or before if requested. It will also be amended if changes are brought about by a change in legislation.

Policy review date: May 2017

## Appendix 1

### The Role of the Governing Body

There is a requirement for all schools to have a relationships and sex education policy. The Governing Body should consult with parents in developing our relationships and sex policy to ensure that parents' wishes and the culture of the community are taken into consideration.

### Requirements

All schools must have an up-to-date policy, which is made available for inspection and to parents. The policy must:

- define relationships and sex education
- describe how relationships and sex education is provided and who is responsible for providing it
- say how relationships and sex education is monitored and evaluated
- include information about parents' right to withdrawal
- be reviewed regularly

## Appendix 2

### SCHOOL AIMS

We are working to provide:

- an environment which is safe, secure, caring and stimulating
- a time to listen, to reflect, to be heard
- a celebration of doing well

We encourage:

- feeling good about ourselves
- an understanding of others
- working and playing together

- a sense of joy in learning

We want our school leavers to take with them:

- an interest in learning
- growing independence
- growing confidence
- special memories of Aqueduct

So that they can take their place as caring, responsible individuals, trusted, valued and loved in the community in which they live