

RISE PARK PRIMARY AND NURSERY SCHOOL



RSE Policy

June 2018

Signed by Chair of Committee	Jeanette Kirkby
Print Name	Jeanette Kirkby
Date	June 2018
Date of review	June 2020

Rise Park Primary and Nursery School
Policy for Relationships and Sex Education

Context

The U.K. has the highest teenage pregnancy rate in Western Europe with Nottingham having an above average teenage pregnancy rate in the U.K. Rise Park Primary and Nursery School serves the areas of Rise Park, Bestwood and Top Valley. Care has been taken to ensure that the policy is sensitive to the needs of the young people and the views of the community.

Policy Development

This policy was formulated in consultation with members of staff, representatives from the governing body, parents and children. In liaison with the Healthy schools team RSE specialist, this policy is based on existing good practice in school and on national recommendations. This policy reflects the current practice and the ethos of the school in relation to RSE and aims to address current national statutory requirements and good practice guidance.

What is Relationships and Sex Education?

Relationships and Sex education is about physical, moral, and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

Sex and relationship education has three main elements.

1. Attitudes and values:

- ◆ Learning the importance of values and moral considerations
- ◆ Learning the value of family life, marriage and stable relationships
- ◆ Learning the value of love, respect and care.

2. Personal and social skills:

- ◆ Learning to manage emotions and relationships confidently and sensitively
- ◆ Developing empathy and self-respect
- ◆ Learning to make choices without prejudice
- ◆ Appreciating the consequences of choices made
- ◆ Managing conflict

- ◆ Recognising and avoiding exploitation and abuse.

3. Knowledge and understanding:

- ◆ Learning about and understanding physical development
- ◆ Understanding human sexuality, reproduction, sexual health, emotions, and relationships.
- ◆ Learning the reasons for delaying sexual activity

Aims and Objectives

At Rise Park Primary and Nursery School, we value the importance of relationship and sex education (RSE) to help and support young people through their physical, emotional, and moral development. Our aims are to provide children with positive foundations in attitudes, values, knowledge and skills with the focus more on relationships and their changing bodies than the act of sex itself. This will be developed further in secondary education. Our programme is linked closely to the Policy for Personal, Social and Health Education, and is based on the Government's Relationship and Sex Education Guidance and follows OFSTED recommendations to ensure it meets the National Healthy School Standard which we have achieved.

We recognise the partnership of home and school and of parent and teacher in this important area of personal development. We value the diversity of cultures at Rise Park Primary and Nursery School and work to ensure that different viewpoints and opinions and cultural needs are respected to ensure the planning and delivery of RSE best meets the needs of the whole school community.

RSE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it will be gradual and matched to the child's maturity and stage of development.

RSE teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings,

emotions, and enjoying confidence in one's own ability. This aspect of RSE is embedded within the ethos of the school and its commitment to SEAL.

As part of the RSE framework, pupils will explore the nature and importance of marriage and other stable loving relationships and bringing up children. Care is taken that no child is stigmatised because of his or her home circumstances.

Moral and Values Framework

At Rise Park Primary and Nursery School we believe that relationship and sex and education is a life long learning about physical, moral, and emotional development. We recognize this learning occurs both in and out of school and see our role as presenting children with factual information whilst helping to make sense of information they are exposed to in society allowing them to explore attitudes and ask questions in a 'safe' environment. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care as well as about their developing bodies and associated emotional needs.

Relationship and Sex education is firmly embedded in the PSHE and SEAL framework and it is designed to help and support young people through their physical, emotional and moral development.

The relationships and sex policy will reflect the school ethos and demonstrate and encourage the following values:

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

Curriculum

The content is previously agreed with parents, staff, pupils and governors.

Opportunities exist throughout the curriculum for promoting RSE. The school is committed to working with parents. Under the Education Act 1993, parents have the right to withdraw their children from RSE lessons that fall outside those aspects covered in the National Curriculum Science lessons.

Before RSE lessons begin, teachers will inform parents about the topics to be discussed and invite them to into school to explore the content and context of the teaching and to view the materials used.

Parents wanting to exercise the right to withdraw are invited to see the Head Teacher. She will explore the concerns of parents and any impact the withdrawal may have on the child. She will talk with parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimized. Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed. Other children cannot be prevented from sharing their experiences of RSE. Resources and supportive materials will be offered to the parents of any child that is withdrawn with all effort being made to ensure that the withdrawn pupil feels supported through an appropriate alternative activity being organised.

RSE is firmly rooted within the non-statutory framework for PSHE. It is not delivered in isolation.

Approaches to Teaching and Learning

Sex and relationship education is delivered within the Science Curriculum and the four broad themes within PSHE and SEAL

1. Increasing confidence, responsibility, and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier lifestyle.
4. Developing good relationships and respecting differences between people

Through RSE, the children should:

- ◆ 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
- ◆ Be able to protect themselves and ask for help and support
- ◆ Be prepared for puberty.

Within the Science Curriculum , the children should:

Key Stage 1:

- ◆ Know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- ◆ Recognise the main external parts of their bodies
- ◆ Know that humans and animals can produce offspring, which grow into adults
- ◆ Recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

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

*Parents should be aware that children can not be withdrawn from these Science lessons. .

As part of the RSE curriculum for KS1 and KS2 the children are to understand the differences between male and female and learn the agreed names of the sexual parts.

These are penis and vagina and will be used by all staff in order to establish a common language for describing sexual parts that all children understand.

As part of the RSE curriculum for KS1 and KS2 many areas will be covered. These areas and the terminology that the children will be exposed to are detailed below.

Year Group	Topic	Language that will be used
F2	Our Lives	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, granddad, stepmum, stepdad.
1	Growing and caring for ourselves	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina
2	Differences	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina
3	Valuing difference and keeping safe.	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship.
4	Growing up	Puberty, life cycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.
5	Puberty	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings
6	Puberty, relationships and reproduction	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

In addition to the Christopher Winters session in Year 6 children will also have the opportunity to partake in two sessions focused around the issue of 'sexting'. Session one will focus on the dangers of using mobile phones and the internet to share personal information. In session two children will watch the NSPCC 'I saw your willy' film which again focuses on the dangers of sharing images via mobile phones and the internet. It also reinforces that making, sending, or being in possession of naked pictures of children under

the age of 18 is illegal. Parents have the option to withdraw their child from these two sessions if they so wish.

Specific Issues Statements

Child sexual abuse

The school has a child sexual abuse procedure which is available on request.

Confidentiality

Children may make personal disclosures in group settings, particularly in RSE where a climate of trust is created to enable discussions of potentially sensitive topics. Teachers will explain that the classroom is not a suitable place to discuss very personal issues.

The class teacher will advise the child that they may talk to them or their T.A. should they have any personal worries or concerns. The child will be made aware of the adult's responsibilities regarding confidentiality and disclosures.

As a general rule a child's confidentiality will be respected wherever possible by the teacher or member of staff concerned. If a disclosure is made or it is believed that the child is at risk or in danger, he/she is to talk to the Head Teacher.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher through this process.

The school's confidentiality policy is available on request.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. All questions will be answered honestly and factually considering the child's level of maturity.

A question box will be used for anonymous questions to be posted and they will be answered at the beginning of the next session.

Use of visitors

There are various people who can resource and support school based RSE. These people may include parents, the school nurse, religious or health professionals.

All outside visitors will be aware of the confidentiality policy and work within the school's legal obligations when working with children.

Handling sensitive issues

In every class there will be children whose life experiences and family circumstances are varied. Some may have two parents who are married or cohabiting, some may live with one parent through separation or bereavement others with gay parents or aunts, uncles and grandparents. An understanding of the diversity of experience is built into all work on relationships and sex to nurture empathy, understanding and pride. We prefer to focus on the core values of love, commitment, honesty, respect and trust in the aim of helping children value the richness of different relationships developing competence in making, sustaining and where necessary ending relationships.

Policy links with:

PSHE/SEAL

Bullying

Inclusion

Confidentiality

Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation; for liaison with the governing body, parents/carers, LA and appropriate outside agencies and the RSE coordinator.

This policy was reviewed and amended in March 2015 by staff and Governing Body.

The policy will be monitored regularly and evaluated annually. Any suggested amendments will be taken into consideration and adopted where appropriate.