

### Introduction

We have based our school's Sex and Relationship Education (RSE) policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development'.

### What is Sex and Relationships Education?

Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### Why is RSE in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.
- RSE plays a vital part in meeting schools' safeguarding requirements. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

### Aims

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. We teach RSE in the context of our aims and values which is part of our wider social, personal, spiritual and moral education.

### Objectives of RSE at Great Wood

- a partnership between home and school;
- has sufficient time to cover a wide range of topics;
- starts early and is relevant to pupils at each stage in their development and maturity;
- is inclusive of difference and challenges stereotypes and prejudice;
- respects the views of other people;
- develops an awareness of personal safety including what they should do if they are worried about any sexual matters;
- ensures that all children are assertive and have the confidence to say and do what is right;
- understands the dangers associated with online technologies and develop strategies to keep safe;
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships;
- promotes positive relationships with others, involving trust and respect;
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life;
- learn the importance of self-control and cope with the influences of their peers and the media;
- challenges body image and stereotypes, particularly in the media;
- respect and care for their bodies;
- includes the acquisition of medically and factually correct knowledge;
- prepares them for puberty and adulthood;
- help pupils gain access to information and support;
- reducing early sexual activity, teenage conceptions, sexual exploitation and abuse, domestic violence and bullying;
- uses active learning methods, and is rigorously planned, assessed and evaluated;
- ensures children's views are actively sought to influence lesson planning and teaching.

## Curriculum

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some RSE through other subject areas (for example Science and PE) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing. All schools must teach the following as part of the National Curriculum for Science. [Non-statutory guidance shown in brackets.]

### Key Stage 1 National Curriculum Science:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- [They should also be introduced to the process of reproduction and growth in animals.]
- [The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.]

### Key Stage 2 National Curriculum Science:

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.]
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]

Our RSE curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. This content has been agreed in consultation with governors, parents, children and staff. The table below outlines the topics taught by the end of each phase.

EYFS and Key Stage 1	Lower key stage 2	Upper key stage 2
<ul style="list-style-type: none"><li>• Living and non-living</li><li>• Males and females</li><li>• Keeping bodies safe</li><li>• Correct terminology</li><li>• Families and relationships (including same-sex)</li><li>• Growing from young to old</li><li>• New babies</li><li>• Hygiene</li></ul>	<ul style="list-style-type: none"><li>• Birth of a baby</li><li>• Keeping our bodies safe</li><li>• Families and relationships (including same-sex)</li><li>• Respect for others and challenging stereotypes</li><li>• Puberty</li><li>• Body hygiene</li><li>• My changing feelings and emotions during puberty</li></ul>	<ul style="list-style-type: none"><li>• Puberty</li><li>• Changing emotions during puberty</li><li>• Relationships (including same-sex)</li><li>• Respect for others and challenging stereotypes</li><li>• Assertive confidence</li><li>• Body image</li><li>• Online dangers (sexting, pornography)</li></ul>

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject there may be times when children ask questions out of the context of a planned session. If children do ask about issues linked to RSE, they will be dealt with appropriately and sensitively. There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own later or refers them to speak to their parent or carer.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of RSE.

### **The role of parents and other professionals**

The school is well aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the RSE policy and practice;
- answer any questions that parents may have about RSE;
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- seek the views of parents and encourage them to be involved in reviewing the RSE policy;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from those aspects of RSE not included in the Science National Curriculum. They should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relation education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons.

### **Preventative curriculum**

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs, and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

At Great Wood, we provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable;
- Responding to disclosures and child protection concerns quickly and efficiently;
- Promoting a listening school ethos;
- Offering appropriate support for children and staff dealing with abuse;
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships;
- Working with outside providers to develop a broad range of curriculum enhancement activities;
- Covering how children can keep safe within the PSHE curriculum;
- Participating in high quality child protection training for all staff;
- Highlighting children's rights.

### **Responding to disclosures**

As a result of the issues raised, a child might disclose that they're suffering from abuse, or are aware of it happening to others. Any disclosure of abuse should be treated as a potential child protection concern, and reported to the designated child protection lead in line with the school's procedures.

When listening to and dealing with disclosures, staff will:

- Actively listen and do not look shocked or disbelieving;
- Stay calm;
- Take what the child is saying seriously;
- Not ask for detail;
- Reassure the child that they are doing the right thing;
- Not promise to keep secrets;
- Tell the child that they will have to share this information;
- Explain what will happen next;
- Record the information as quickly as possible – facts not opinion;
- Sign and date everything they record.

### Monitoring and review

Monitoring is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for RSE. The Curriculum Committee of the governing body monitors our RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Reviewed by the Subject Leader:	Spring 2021	Approved by Governors:	Spring 2021
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The following sources have been used in developing our curriculum and policy:

- Department for Education and Employment (2000) *Sex and Relationship Education Guidance*
- Brook, PSHE Association and Sex Education Forum (2014) *Sex and Relationship Education for the 21<sup>st</sup> Century*
- The Association for Science Education and PSHE Association (2016) *Human development and reproduction in the Primary Curriculum*
- Lancashire Learning Excellence (2014) *Live Well Learn Well - Guidance for schools for planning their PSHE curriculum in school*
- Sex Education Forum: <http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>
- Healthy School London RSE sample: [http://www.healthyschoolslondon.org.uk/sites/default/files/pri\\_RSE%20pack\\_sample.pdf](http://www.healthyschoolslondon.org.uk/sites/default/files/pri_RSE%20pack_sample.pdf)