

CAMPSBOURNE PRIMARY SCHOOL

Relationships and Sex Education (RSE) Policy

1 Introduction

We have based our school's sex and relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000), the Factsheet issued to schools [2004] and the findings of the 2008 Review of Sex and Relationships Education [SRE] in Schools. In addition the Brook, PSHE Association & Sex Education Forums' 2014 SRE for the 21st Century supplementary advice to the SRE Guidance DfEE (0116/2000), also NCB 2014 publication SRE Policy Guidance and further the Science programmes of study: key stages 1 and 2, National curriculum in England, September 2013.

SRE starts early so that children learn about their bodies, can recognise if people make them feel uncomfortable or unsafe and can report abuse and get help. Some children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

In the 2000 document, SRE is defined as 'learning about physical, moral and emotional development. It is about understanding 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'. However, "care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances." Sex and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

2 Context

We teach sex and relationships education in the context of the school's aims and values framework`. While sex and relationships education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex and relationships education in the belief that:

- Sex and relationships education should be taught in the context of marriage* and family life;
- Sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies; it is important to build positive relationships with others, involving trust and respect;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- children need to learn the importance of self-control.

*When discussing 'marriage' in class, teachers also refer to long-term /committed relationships as living together is very common now.

3 Sex and Relationships Education

We teach sex and relationships education through different aspects of the curriculum, which can be found in the scheme of work we have developed. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationships education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

3.1 Establishing a Safe and Supportive Environment

Boundaries for discussion and issues of confidentiality are discussed with the children before SRE lessons begin. Each class / group works together to establish its own ground rules about how they would like everyone to behave in order to learn.

Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.

3.2 Good Practice in Teaching and Learning

Using the correct terminology, which teachers refer to as 'doctor words', makes clear that everybody understand and avoids prejudice or offensive language. Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

3.3 Inclusion

All children and young people whatever their experience, background or identity are entitled to good quality SRE that help them build a positive sense of self. Respect for themselves and each other is a central to all teaching. The SRE programme and approach is inclusive of difference; gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith, or belief or any other life experience.

To ensure that all children are included in high quality SRE, lessons are generally taught in mixed classes so that boys and girls learn about and develop an understanding of the opposite gender. However, we recognise that in some lessons children may find it difficult to ask questions and explore issues in mixed gender classes. Where teachers feel this is the case children will be taught in single sex classes to begin with and then merged later on so that children learn about the changes the opposite gender experiences.

SRE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers of SRE agree to work within the schools' framework for SRE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of SRE.

3.4 Sex and Relationships Education within PSHE

SRE within PHSE is developmental and appropriate to the age and needs of every pupil. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. It is part of a well-planned programme, delivered in a supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

3.5 We broadly teach children about:

The physical development of their bodies as they grow into adults;

- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Respect within relationships and relationship issues;
- Equality: respect for difference and the views and beliefs of other people;
- Everyone is responsible for their own behaviour & creating safe school communities
- Protecting children explaining boundaries and safety (safeguarding)
- Sexual abuse and what they should do if they are worried about any sexual matters and where to get help.
- Development of life skills and respectful attitudes and values

We specifically teach children using language and explanations appropriate for their age and maturity, thus avoiding confusion, embarrassment and shame in the following areas by year group:

Years 1 and 2:

- What are the names of the main parts of the body?
What can my body do?
- When am I in charge of my actions and my body?
- Do I understand how amazing my body is?
- How can I keep my body clean?
- How can I stop common illnesses and diseases spreading?
- How do babies change and grow?
- How have I changed since I was a baby?
What do babies and children need?
- What are my responsibilities now I'm older?

Years 3 and 4:

- How are males and females different and what are the different parts called?
- What can my body do and how is it special?
- Why is it important to keep clean?
- What can I do for myself to stay clean and how will this change in the future?

- How do different illnesses and diseases spread and what can I do to prevent this?
- What are the main stages of human life?
What does it mean to be 'grown up'?
- What am I responsible for now and how will this change?
- How do parents and carers care for babies?

Years 5 and 6:

- What are male and female sexual parts called and what do they do?
- What happens to the bodies of boys and girls when they reach puberty?
- What influences my view of my body?
- How can I keep my growing and changing body clean?
- How can the spread of viruses and bacteria be stopped?
- What is HIV?
- How are babies made?
- How can I express my feelings positively as I grow up?
- When am I responsible for how others feel?
- What should adults think about before they have a baby?
- What are families like?

3.6 PHSE in Science

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

3.7 Visiting Speakers

SRE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context / purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school SRE policy, together with the SRE curriculum which they are expected to follow.

3.8 Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. This may be done through:

- Brainstorms and discussions
- Draw and write activities to find out what pupils already know.

Assessment is the process where an individual pupil's learning and achievement are measured against lesson objectives. This can be achieved by:

- Pupil reflective assessment sheets at the end of each topic.
- Written or oral assignments
- Quizzes
- Pupil self-evaluation
- Reflective log books
- One to one discussion

Our teaching contributes to:

- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- Statutory duty to promote pupil well-being (Education Inspections Act 2006, section 38)
- A better understanding of diversity and inclusion, a reduction in gender based and homophobic prejudice, bullying and violence (Equality Act 2010) & the schools Anti-bullying policy
- Government safeguarding guidance (Keeping Children Safe in Education 2014a) being alert to signs that young girls may be at risk of Female Genital Mutilation (FGM)
- Helping pupils keep themselves safe from harm both on and offline and with mobile phones (linking with ICT/computing curriculum)

3.9 Monitoring

Monitoring to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning. A range of methods are used including:

- Lesson observations
- End of topic self-evaluations completed by pupils
- Book monitoring
- Annual PHSE review

4 The National Healthy School Standard

4.1 We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we aim to:

- Consult with parents on all matters of health education policy;

- Train all our teachers to teach sex and relationships education;
- Listen to the views of the children in our school regarding sex and relationships education
- Look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

5 The role of parents

5.1 The school is well aware that the primary role in children's sex and relationships 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 school's sex and relationships education policy and practice
- Involve parents in developing, reviewing and modifying the school policy
- Answer any questions that parents may have about the sex and relationships education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- Inform parents about the best practice known with regard to sex and relationships education, 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.

5.2 Parents have the right to withdraw their child from part of the sex and relationships education, *but not that part which is delivered in the science curriculum* (Education Act 1996). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher who will show them the school's SRE policy and inform them what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 3: Science national curriculum sex and relationships education)

5.3 Parents should be aware that schools are legally required to provide a broad, balanced curriculum. SRE topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

5.4 Parents are invited to speak to the class teacher and view the films and resources that are used to teach the subject. We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals; who give us valuable support with our sex and relationships education programme. Other people that we may call on in addition to the school nurse include social workers and youth workers. Teachers are always present when classes have visitors.

7 SRE and Safeguarding Children

At Campsbourne School we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

We have lesson in sex and relationships education as part of our PHSE programme. This enables pupils to:

- Know their rights to be protected and kept safe
- Understand potential dangers they could face
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- Know when and who to ask for help when needed.

The curriculum can include a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying.
- Racist, disability, and homophobic and transphobic abuse.
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Issues that may be specific to the local area or population, for example, gang activity and youth violence.
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages.

We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.

8 Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection / safeguarding (schools Confidentiality policy and Safeguarding policy). Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated

Safe Guarding Officer (DSO) who is the head teacher. The DSO will then deal with the matter in consultation with relevant officers of the local authority. Any professional working in a classroom context in schools is governed by the school's confidentiality policy.

9 The role of the headteacher

9.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex and relationships policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

9.2 The headteacher liaises with external agencies regarding the school sex and relationships programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

9.3 The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring, evaluation and review

The Standards and Achievement Committee of the governing body monitors our sex and relationships 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 Committee gives serious consideration to any comments from parents about the sex and relationships programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex and relationships programme that we teach in our school.

10.1 Pupils are to be given an end of session/ or unit of work an evaluation sheet to complete which feeds into future reviews. An annual evaluation is undertaken ensuring that the programme meets pupils' needs.

Sample of questions for pupil end of session/unit of work evaluation focusing on learning, skills development and attitude

1. What new information have I learnt?
2. What do I now think and believe?
3. Has listening to others changed my views and/or beliefs?
4. Did it help me confirm what I really believe?
5. Did I learn anything I did not expect to?
6. How will it change my behaviour in the future?
7. What do I know already?
8. How did I feel about what I found out?
9. What feelings did I have in the session?
10. What do I now need to learn?
11. Is there anyone else I need to talk to about this?

Signed:

Date:

Date ratified by the governing body:

Date of next review: (e.g. 2- 3 years)

Consultation Process

This policy was developed in consultation with:

Parents

Parents were invited to provide feedback on the draft policy on 4th July 2016.

Parent feedback was discussed during parent consultations with class reps on (insert date)

Staff during a staff meeting on (insert date)

Governors discussed the policy at the Curriculum and Standards Committee Meeting on (insert date)

Pupils (insert date) at (insert occasion e.g. school council meeting)

Appendix 1

Sex and relationships education in the National Curriculum Science programme of study

Key Stage 1

YEAR ONE

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

YEAR TWO

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

YEAR FIVE

Living things and their habitats

Describe the life process of reproduction in some plants and animals

(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Describe the changes as humans develop to old age

(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

See appendix 4 Joint briefing by the Association of Science Education and PSHE Education

Appendix 2

Teaching about puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer HMI (OFSTED's PSHE lead) has said:

"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."

"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

"Pupils should be taught to describe the changes as humans develop to old age"

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

"Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty."

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

Appendix 3

Female Genital Mutilation - FGM

Definition of FGM

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

World Health Organisation 1997

“Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. “

Department for Education: Keeping Children Safe in Education April 2014

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child’s right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice. Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an ‘authorised absence’ just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- unusual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and sex and relationships education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550
help@nspcc.org.uk