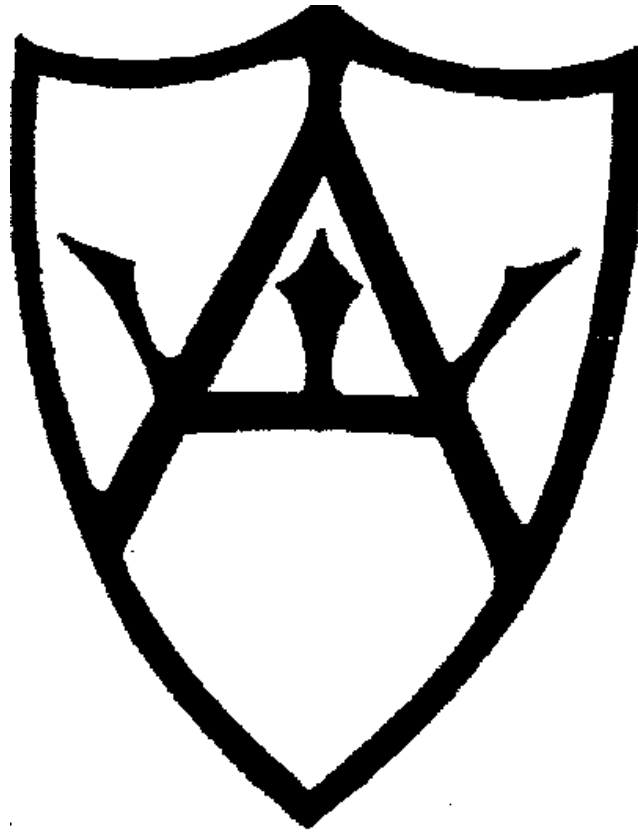


Alfriston School



Relationship and Sex Education Policy

Approved by FGB: March 2015

Next review: March 2018

1. Context

Relationship and Sex Education (RSE) is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Citizenship Framework and is also delivered as part of other curriculum areas such as Science and RE. This policy links with other school policies such as the anti-bullying policy, equalities policy, child protection and safeguarding policy and health and safety policy.

2. Aims and objectives of sex and relationship education

“Sex and Relationship Education is lifelong 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. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

At Alfriston School, RSE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils and taking into account the variety of faiths, abilities and backgrounds.

In our school, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equalities Policy. We will make sure that our RSE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children, in the planning and delivery of our programme.

At our school, we aim to make education ‘Fair, friendly, fulfilling and fun’, and in this we value diversity and equality. This is reflected in our inclusive teaching of Relationship and Sex education.

We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6. The RSE curriculum will be concerned with:

- the discussion of attitudes and values
- the development of a range of personal and social skills
- the provision of factual information and the development of the understanding of it

The objectives for RSE should match the age and maturity of the pupils involved. For KS1 and KS2, our learning outcomes include:

Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to develop an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others

- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to know who can provide help and support.

3. The relationship and sex education curriculum

RSE is delivered through the four interrelated strands of PSHE:

- A)** Developing confidence and responsibility and making the most of pupils' abilities.
- B)** Preparing to play an active role as citizens.
- C)** Developing a healthy safer lifestyle.
- D)** Developing good relationships and respecting the differences between people.

In PSHE, RSE is placed within the context of talking about feelings and relationships. Ensuring RSE is embedded within PSHE will ensure a focus upon self-esteem and respect for self and others.

The RSE programme also includes elements of the statutory Science curriculum, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science. Parents have been fully involved in the drawing up of the RSE curriculum

National Curriculum 2014 Science

Key Stage 1

- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- describe the differences 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.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

4. The organisation of relationship and sex education

Co-ordination

RSE is co-ordinated by the PSHE Co-ordinator, in liaison with the headteacher. They are responsible for the overall planning, implementation and review of the programme. They monitor the planning and delivery of content, provide appropriate resources, and offer guidance and support in the delivery and assessment of RSE.

The PSHE Co-ordinator will endeavour to keep up-to-date with materials and guidance for RSE, in line with other curriculum areas. The school will support this by affording the PSHE co-ordinator regular opportunities for appropriate training. The co-ordinator may lead, organise or inform staff and the wider school community of training and current issues.

Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver most RSE. Therefore, it is our aim that all teachers will be able to deliver RSE in their class with support and training. Support staff and teaching assistants will receive training so they can work with class teachers effectively.

In the unlikely scenario of a member of staff expressing concern about teaching RSE they will be supported. The PSHE Co-ordinator will offer support and ensure the delivery of the RSE programme.

Role of Governors

The governors have been consulted on this policy and have ratified it. The governor for PSHE supports the PSHE Co-ordinator in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary and at least every 2 years. All staff attend full child protection training every two years.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme.

Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision.

Curriculum Delivery (see appendix – Curriculum Statement on RSE for more detail)

Curriculum planning for RSE is part of the whole school planning process for PSHE and citizenship and is informed by the National Curriculum Science Orders.

The content of the RSE programme will be delivered in a variety of ways:

- Designated RSE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links, when appropriate RSE, will also be delivered in Science, RE, Humanities and Literacy.
- Circle-time, planned to support the delivery of PSHE, may also be used to cover some of the RSE programme.
- There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the RSE programme, but these one off events will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from RSE. For example, they will be able to participate in a lesson in another class.

5. Delivering the relationship and sex education curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and sex.

These techniques, include:

- * Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment.
- * Using 'distancing' techniques.
- * Knowing how to deal with unexpected questions or comments from pupils.
- * Encouraging reflection.

Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the RSE aims and objectives. Care is taken to ensure resources comply with the school's Equal Opportunities Policy and are age appropriate and in line with the school's values.

Some of the books are available to pupils and parents in the library. All the materials are available for parents/carers to view on request from the PSHE Co-ordinator or class teacher. Resources are also available on RSE parent and governor consultation sessions and when the policy is reviewed.

Special educational needs (SEN) and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in RSE. We will, for example, use differentiated materials.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others maybe confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Mixed and single gender groups

Generally RSE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender. However, there will be planned opportunities for single gender sessions to explore gender specific issues.

Religion and ethnicity

In our school, we seek to recognise the diverse beliefs of all of our pupils and families including religious and minority ethnic communities and aim to value and celebrate cultural diversity. There will be a range of views on RSE within every community so we will try to broadly represent those of our whole school community in line with our Equalities Policy, we will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about RSE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from RSE outside National Curriculum Science.

Consultation with pupils

A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. We provide opportunities for them to evaluate the resources and also the teaching methods they preferred, were most comfortable with, and best met their needs.

Recording and assessment

In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus. Pupils will compile a PSHE diary and samples of their work will be collated. Displays will be mounted to show developments and achievements.

Elements of RSE that occur in the Science curriculum will be assessed, through recorded work and tests, to establish levels of knowledge and understanding. Some useful questions in assessment that teachers ask themselves and their pupils are:

- Skills - what have they learnt to do?
- Information - what do they now know?
- Attitudes and values - what do they think, feel, believe?
- Did all pupils e.g. girls and boys, engage equally with the activity?

- What do they need to learn next?

Monitoring and evaluation of the RSE curriculum

The review and monitoring of this policy is the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to carry out the above.

Governors in liaison with class teachers have the opportunity to observe RSE sessions. The PSHE Co-ordinator is available to discuss the RSE programme with them informally. S/he will report formally to the governors annually.

Teachers and pupils will evaluate the lessons to aid future planning.

Monitoring takes place through liaison between the PSHE Co-ordinator and class teachers. Opportunities for the PSHE Co-ordinator to observe RSE teaching are in place.

Liaison with partner schools

We make use of existing structures to liaise with partner infant, junior and secondary schools about RSE. In order to promote 'lifelong learning about physical, moral and emotional development' (DfEE 0116/2000), it is important that our partner schools are aware of the RSE delivered in our school so that they can reinforce and build on the work we have done.

Specific issues and language to use

We recognise that some aspects of RSE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

6. Confidentiality and child protection

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching RSE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of RSE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DCSF latest Child Protection circular and that there is a nominated person to turn to with concerns. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

7. Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of RSE. We are confident that good communication and sharing our philosophy, aims and purpose of RSE will enable parents/carers to support our RSE programme.

We will also do our best to support parents in talking to their children about RSE. Parents and carers have the right to withdraw their children from all or part of the RSE provided at school **except** for those parts included in the statutory Science National Curriculum. Those who wish to exercise this right should talk with the class teacher or the PSHE Co-ordinator or the Headteacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

8. Implementation of policy

This policy, including the supporting guidance, will be implemented and delivered by all staff. More information is available on request to parents / carers and governors from the PSHE Co-ordinator and Headteacher.

APPENDIX**Relationship and Sex Education Statement**

All relationship and sex education should be undertaken by experienced teachers who have viewed and considered the material before starting work.

All parents will be informed before the work starts and will be given a chance to discuss provision with the school. Parents and carers have the right to withdraw their children from all or part of the RSE provided at school except for those parts included in the statutory Science National Curriculum. Appropriate arrangements will be made for pupils who are withdrawn from RSE.

This topic will be taught over a six – seven week term. It forms part of the PSHE curriculum and links closely with the new Science Curriculum 2014. Before starting ground rules will be set by the class which include:

- Respecting the rights of others to hold views and express them
- Being aware that people may be embarrassed and have different levels of awareness
- Keeping what is said by children in class confidential

Children will have a question box where they can raise questions. Teachers will only answer appropriate questions, if necessary speaking to a child individually. Some questions may be referred back to parents.

All biological elements will be set with exploring the social issues and context which surround this topic.

National Curriculum 2014 ScienceKey Stage 1

- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- describe the differences 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.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Key Stage 1 Relationship and Sex Education**Ruby Class (Years 1 and 2)**

Ruby Class will study what makes a good friend and explore the differences between girls and boys in terms of their likes/ dislikes/ personalities etc. with the emphasis on questioning stereotypes.

When talking about differences, they will discuss with the teacher the external parts of the body which will include the sexual parts as follows: penis, testicles, vagina, and nipples. This may include labelling these parts as a class. The teacher will explain that these differences are important if they want to make a baby when they are

grown. They will also explain that boys urinate through their penis but girls through a separate hole. There will be no use of a DVD for this section.

The children will explore the lifecycles of a variety of animals including frogs, butterflies, birds and mammals. They may be told that for humans to have a baby takes a man and a woman. They will follow this up by discussing how they have changed since they were a baby.

They may undertake a visit or watch a DVD showing mammals being born and suckling.

If children have deeper questions, they will be discussed with parents.

Key Stage 2 Relationship and Sex Education

Sapphire Class (Years 3 and 4)

Sapphire Class will follow a programme of study that explores changes and differences. They will revisit the parts of the body and differences and similarities between boys and girls.

They begin to explore different types of changes e.g. moving house, transition to new class, having a haircut, learning new skills.

They follow this with learning about the ways in which boys and girls change in puberty and how interests change as you get older.

They will also learn about the fact that a man and a woman can make a baby and that the sperm and the egg meet during fertilisation. They will discuss a range of different families which may include single parent, carers, adoptive parents, same sex parents, married and unmarried parents (depending on what the children raise) and that the important thing is that parents love and care for their child. They will discuss what are the needs of children and responsibilities of parents.

Emerald Class (Years 5 and 6)

Emerald Class will discuss the changes that occur in puberty including spots, sexual relationships, hygiene, wet dreams and periods. Discussion will also explore starting dating and how it is best to be friends and not feeling under pressure in relationships, rowing with your parents, peer pressure and experience of being a teenager.

Boys and girls will have separate sessions:

Girl talk which includes a brief introduction to issues including buying a bra, periods and that normal is different for everyone. Girls will discuss different images of women and the pressure from society to fit a set image. The girls will also discuss mood changes, tampons and sanitary towels.

Boy Talk which covers a brief introduction of issues such as spots, shaving, wet dreams, masturbation and hygiene through question and answer. Boys will discuss different images of men and the pressure from society to fit a set image and that normal is different for everyone.

Reviewed by parents via a forum 14.05.2015