

Rivington Foundation Primary School 2020-21 Relationship and Sex Education Policy

Creating Visions of the Future through Kindness and Today's Strong Foundations.

We Care, We Trust, We Believe, We Share, We Enjoy, We Achieve!

'We Are Limitless. We Are Kind.'

'We Are 'Rivi!'

Rationale






Relationship and Sex Education (RSE) promotes understanding of the emotional, social and physical aspects of growing up. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

RSE has a key part to play in the personal, social, moral and spiritual development of young people and in keeping them safe from harm. It begins informally in the home with parents and carers long before any formal education takes place at school.

Aims

The aim of RSE is to provide balanced, age-appropriate, factual information about human reproduction and to prepare children for the physical and emotional changes they will experience when they reach puberty.

The objectives of our HRE programme are to:

-  develop positive values and a moral framework that will guide pupils' decisions, judgments and behaviour
-  have the confidence and self-esteem to value themselves and others
-  help young people to move with confidence from childhood through adolescence into adulthood form positive and healthy relationships with others
-  behave responsibly within relationships, understanding that their actions have consequences help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.
-  develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.

National Context

All maintained schools, including primary schools, are required to have a policy for RSE which describes the content and organisation of RSE taught outside Science in the National Curriculum.

The sex education outlined in National Curriculum science is compulsory in maintained schools.

The government outlined their commitment to RSE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices. All state-funded schools must also have 'due regard' to the Secretary of States guidance on RSE (DfE, 2000). This states that:

- ✚ 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- ✚ Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Equality Act 2010 states that pupils have an entitlement to:

- ✚ Age and circumstance appropriate HRE;
- ✚ Access to help from trusted adults and helping services.
- ✚ Learning experiences which are positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.

RSE involves consideration of a number of sensitive issues, about which different people may hold strong and varying views. The Rivingtons approach to RSE will be balanced, take account of, and be sensitive to, different viewpoints but will not be subject to the bias of individuals or groups.

Young people may have varying needs regarding RSE depending on their circumstances and background. Rivington strongly believes that all pupils should have access to RSE that is relevant to their particular needs.

Organisation of RSE

Good quality RSE starts early in childhood ensuring that children develop the language and skills to talk about emotions, relationships and their bodies.

We intend that all pupils experience a planned programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations, as appropriate, for those with special educational needs. All programmes of study are derived from the National Curriculum.

The RSE programme will be predominantly delivered through Personal, Social and Health Education (PSHE) and Science lessons. In addition, some aspects of RSE may also arise in other subjects such as Religious Education.

Lessons are taught using a range of strategies, groupings and personnel; this may include input from the School Nurse or other professionals, as appropriate. Children are encouraged to ask questions during all lessons; pupil questions will be answered within the context of a lesson. Teachers set clear parameters with children about appropriate questions for whole-class discussion. If the teacher believes that a question is inappropriate for discussion within the class group, he or she may suggest that the question is more suitable to ask a parent/carer. The teacher will discuss this with individual parents and carers. Pupils also have the opportunity to post

questions anonymously in a question box. Responses can then be prepared in advance. Staff will choose not to respond to questions which are inappropriate.

Working with parent/carers:

At Rivington Foundation Primary School we acknowledge and celebrate diversity in family structure and organisation; we seek to work in partnership with parent and carers to provide effective RSE. The schools RSE programme is intended to support parents and carers in their role as the first educators of their children.

Parents/carers will be provided with a programme overview. A range of resources are available to support parents in discussing this learning with their child.

N.B.

- From 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education.
- Before granting any such request it would be good practice for the headteacher to discuss the request with the parent and, as appropriate and with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice is also likely to include the headteacher discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).
- Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Monitoring and Evaluation


Lessons are assessed ensuring that the pupils reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways.

Staff review the programmes following delivery and make adjustments as appropriate.

Assessment

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage statements.

Teachers and other professionals need to be clear about the progress and achievements of the pupils they teach and how their learning might be improved.



Further guidance is available on: PSHE association website

<http://www.pshe-association.org.uk/content.aspx?CategoryID>

National Curriculum 2014 website

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science>

Teachers report on personal and social development in the pupils' annual school report and will incorporate progress and achievement in RSE within this.