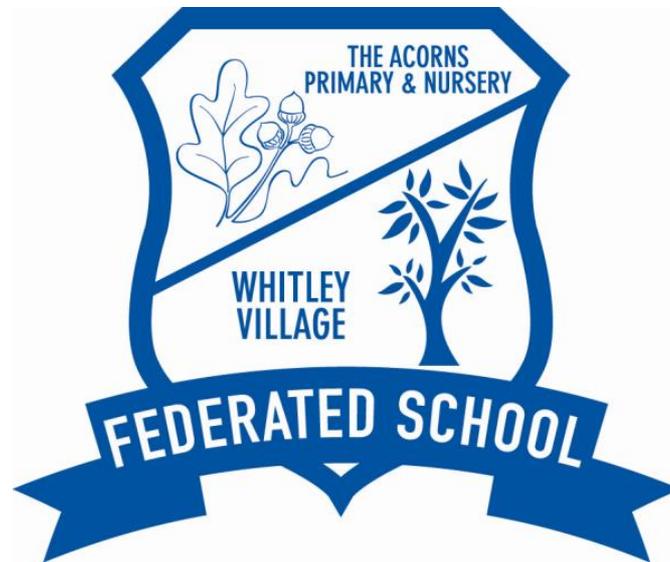


THE ACORNS PRIMARY and NURSERY and WHITLEY VILLAGE FEDERATED SCHOOL



Relationship & Sex Education Policy

January 2018

I. School Background Information The Acorns

1.1	Type of School	Primary Federated School
1.2	Average No. on roll	365
1.3	No. of classes in school	14
1.4	Ethnic Breakdown	Mixed
1.5	Gender	Mixed
1.6	RSE Lead	Natalie Harding

I. School Background Information Whitley Village

1.1	Type of School	Primary Federated School
1.2	Average No. on roll	63
1.3	No. of classes in school	3
1.4	Ethnic Breakdown	Mixed
1.5	Gender	Mixed
1.6	RSE Lead	Sian McCartney

2. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 2.1 School Handbook / Prospectus
- 2.2 Staff Handbook / Induction materials
- 2.3 Governor Handbook / Induction materials
- 2.4 Pupil documentation

3. Purpose of RSE Policy

This policy has been written as a statutory requirement to:

- 3.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 3.2 Give information to parents and carers about what is taught and when
- 3.3 Give parents and carers information about their involvement with RSE

- 3.4 Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- 3.5 Clarify the content and manner in which RSE is delivered

4. How the Policy was developed

This policy was developed as part of our statutory responsibility by the school governors in consultation with pupils, staff and parents/carers.

5. Definition of RSE

RSE is lifelong learning about relationships, sex, sexuality, emotions and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996) and Relationships education is due to become statutory in all primary school by 2019.

The DfES Guidance 2000 offered this definition: *"RSE is the lifelong learning 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. It is not about the promotion of sexual orientation or sexual activity."*

The National Sex Education Forum highlighted that RSE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

6. Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Develop an awareness for internet safety when online

7. Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationships and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

Thinking about morals and values includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

8. Content and Organisation of the Programme

The school aims to provide a programme of sex and drug education in line with the Science and Computing Curriculum and PSCHE education scheme of work.

- 8.1 Timetable allocation – There will be approx. 45 minutes given to teach each session. Pupils will receive 3 Drugs and Alcohol and 3 Relationships and Sex sessions each year during the Spring and Summer terms.
- 8.2 Groupings - The sessions will be taught within year groups throughout the school.
- 8.3 Staff Involved – The sessions will be taught by class teachers and their teams.
- 8.4 Where taught - Dedicated PSCHE lessons within Spring and Summer terms in classrooms.
- 8.5 How taught:
 - Teaching staff will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles will be used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

8.6 Content covered in each year group:

Reception: Our lives (Keeping clean)

Year 1: Growing and Caring for Ourselves

Year 2: Differences

Year 3: Valuing Differences and Keeping Safe

Year 4: Growing Up

Year 5: Puberty

Year 6: Puberty, Relationships and Reproduction

In addition to the above themes taught to each year group, children will also learn about online and internet safety and how to deal with the possible challenges of growing up in an online world. This is will taught in line with the Computing curriculum and will include whole school enhancement days/weeks such as Safer Internet Day and E-Safety Week. All children will be taught at an age and stage appropriate level.

9. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

10. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development

- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

11. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

12. Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

13. Working with Parents/Carers and Child Withdrawal Procedures

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSCHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss RSE in the school.

Parents have a right to withdraw their children from RSE lessons, although not those elements included in the National Curriculum for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from RSE lessons, we ask that they discuss it with the Head Teacher, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a pupil has been withdrawn from RSE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

14. Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be made freely available to parents on the website and as a paper copy on request. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.