

Wrotham Road Primary School

Relationships and Sex Education (RSE)

Policy



Rationale

“Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of 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)

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and can be frightening.

Parents and carers are the key people for their child's learning about relationships and sex and schools should always work in partnership with home. The school's RSE programme will complement their role and support them in the education of their child. Wrotham Road Primary School will ensure that parents and carers views are heard and that RSE teaching is culturally appropriate and inclusive of all of our children.

Aims

There are three main elements to our RSE programme:

- Knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At WRPS, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Relationship and Sex Education are:

- Enabling our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teaching our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- Providing a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

RSE in the National Curriculum

The legal requirements are that Wrotham Road Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders.

Parents do not have the right to withdraw their children from these

aspects of the Science curriculum. (See **Withdrawal from Lessons**, below).

The Whole School Approach to Relationships and Sex Education

Wrotham Road Primary School's approach to RSE is most effective when:

- It is addressed by the whole school community - staff, parents/carers, pupils, governors and the wider community
- It is consistent with the school's values and ethos and developed by members of the school community
- Pupils' needs and views are taken into account
- Staff have access to appropriate CPD and support

RSE and Science

KS1 Expectations

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

KS2 Expectations

- 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

RSE in the Personal, Social and Health Education (PSHE) Curriculum

Whilst our IPC Scheme of Work covers the science elements of RSE, the main content of RSE is delivered through PSHE lessons, using the 'Living and Growing' resources produced by Channel 4. This resource promotes relationships and sex education as a developmental process beginning in the early years at an appropriate level and progressing through childhood and adolescence into adulthood.

RSE will not be delivered in isolation but included in all curriculum areas when the subject arises. We believe that we should take the relevance and age of the children involved into account when designing our curriculum and lessons. The children will therefore be taught in year groups with boys and girls together for all lessons. The DVD resources from Channel 4, 'Living and Growing - Alternative' and 'Living and Growing' are used in our lessons.

The School's Approach to RSE

RSE in school must offer a safe learning environment, which supports the participation of all pupils. Establishing 'ground rules' with each class will help both pupils and teachers to have a clear understanding of personal boundaries.

It is essential to include a rule that no personal questions are asked of or comments made about pupils or staff. This helps to prevent unintended disclosures about personal experience. The classroom is not a confidential environment; the teacher is unable to maintain this if a safeguarding disclosure is made. But teachers should ensure that pupils are aware of whom they can go if they need to discuss a personal matter.

Withdrawal from Lessons

Section 405 of the Education Act (1996) gives parents/carers the right to withdraw their children from all or part of the relationships and sex education provided at school, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for Science 2014.

Those parents/carers wishing to exercise this right are invited to see the Headteacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Each academic year parents will be informed when their child will be involved in RSE by a letter and permission slip, which needs to be returned before the child can become involved in the sessions.

Once a child has been withdrawn they cannot take part in the RSE programme for the remainder of that academic year.

Evaluation

Evaluation of RSE provision and related CPD needs to be an on-going process. Internal evaluation should include:

- The views of staff in a pastoral role and working one to one with pupils including health professionals such as school nurses and learning mentors. (Pupils may have sought one to one help prompted by an RSE lesson and such staff can help to establish if RSE is meeting pupils' needs). Relevant information can be fed back anonymously to protect confidentiality to enable further development of policy and meet curriculum needs.
- Consultation with children and young people including surveys and the school council.
- Feedback from parents and carers.

The Role of Senior Management

School-level leadership will be demonstrated through:

- Investing in training and CPD for teachers
- Including information about RSE in school communications, e.g. newsletter and web-site
- Exchanging good practice by inviting visitors and promoting networking between schools
- Having an open door to parents, staff and pupils who want to discuss RSE provision

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns to the designated Safeguarding Lead (DSL).

Agreed Jan 2016

Review Jan 2019