

Updated: September 2017  
Review: September 2018



## **Cornerstone Multi Academy Trust**

### **Relationships and Sex Education Policy (RSE)**

## Foreword

This policy covers a whole school approach to relationships and sex education, from Nursery to Year 6.

At our schools, pupils travel from other villages and from the outlying city. This, in turn means there is a wide social mix of pupils who come from varied family backgrounds.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating against discrimination and prejudice.

This policy been agreed by a team of staff consisting of Head teacher, PSHE subject leader, SENCo, and School Nurses, through consultation with parents and governors.

### **The following issues were considered:**

- **Aims of the relationships and sex education programme**
- **Morals and values framework**
- **Process for policy development**
- **Teaching programme - Legal requirements**
- **Content of the relationships and sex education programme**
- **Resources**
- **Inclusion and differentiation**
- **Dealing with difficult questions**
- **Involvement of parents and carers / rights to withdraw**
- **Provision for pubertal children**
- **The needs of boys and girls**
- **Safeguarding children**
- **Use of visitors to enhance the programme**
- **Learning styles and special needs**
- **Evaluation of the programme**

The schools overarching aim for the pupils is to have a good understanding of relationships and sex that is age appropriate, delivered in a caring environment where each child feels prepared for their future. Working in partnership with parents, this should enable them to live safe, fulfilled and happy lives. In line with Every Child Matters (2004) key outcomes;

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

## Content

### Key Stage 1

Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

## Key Stage 2

Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

## Introduction

Current guidance from the PSHE association states;

“All schools in England should have an up to date sex and relationships (SRE) policy and this is a statutory obligation for all maintained schools.” (PSHE association, 2016)

The PSHE association states;

“Whilst academies are not statutorily required to have an SRE policy, our strong advice would be to keep a document that sets out clearly to the entire school community the school’s approach to SRE and that this approach is fully endorsed by the Academy’s Governing Body. In both maintained schools and academies, this policy should be available to the school community.” (PSHE association, 2013)

However, the DfE states;

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly

## Aims of the Relationships and Sex Education programme

We believe it is important to address this area of the curriculum because RSE teaches lifelong learning about the physical, moral and emotional development. It is about the importance of loving and caring relationships. It is about the teaching of growing up, puberty, sex, sexuality and sexual health.

“All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem”. (DfEE,”2010)

Meeting these objectives will require a graduated, age appropriate programme of RSE across the school.

Research demonstrates that good, comprehensive relationships and sex education does not make young people more likely to become sexually active at a younger age.

The aim of RSE is to provide pupils with age appropriate information, explore attitudes and values and develop skills in order to empower the children to make positive decisions about their health and relationship behaviour.

This should take place with consideration of the qualities of relationships within families and friendships.

The objectives of sex and relationship education are;

- To provide the knowledge and information about relationships and sex at an age appropriate level
- To clarify / reinforce existing knowledge
- To raise pupils’ self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

- To respect and care for their bodies promoting health and wellbeing.
- To be prepared for puberty and adulthood

#### Morals and values framework

**It is important to reflect on the moral context of the school, and the values it promotes and models through its culture and ethos. The school aims to provide pupils with learning experiences that help young people to set their own moral values, which include pupils reflecting on a variety of different issues, viewpoints, dilemmas, situations and case studies**

**The school aims to equip young people with the language, strategies, skills and confidence required to behave according to their moral values in new situations.**

**Relationships and sex education will reflect the values of the PSHE and citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community, allowing them as they grow, to make positive choices.**

#### Process for policy development

A working party was set up to establish the RSE policy comprising of;

Head teacher; Jonathan Bishop

PSHE coordinator; Emily Daniels

SENCo; Teresa Cavallo

School Nurse; Tracey Wills

Governor for RSE; Ken Dyson

Parent Consultation evening inviting parents to express their thoughts on what should be included.

The learning gateway could be used to invite feedback from parents.

The process included; evaluating existing provision in order to improve, develop, monitor, implement and an updated RSE aspect of the curriculum. Governors and parents were consulted as part of the process.

#### The teaching programme - legal requirements

##### Nursery/foundation

##### From the statutory framework for the Early Years Foundation stage - 2012

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2012)

The RSE programme will complement the content of new curriculum for science 2013 for years 1 – 6.

##### National Curriculum Science

##### Year 1 and year 2:

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### Lower key stage 2 (Yr. 3 and 4)

Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

##### Upper key stage 2 (Yr5 and 6)

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird.

Describe the life process of reproduction in plants and 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.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows.  
(Sept. 2013 national curriculum)

### **The content of the relationships and sex education programme**

**Using the agreed materials/ resources – sessions will be delivered by the school nurse and class teacher.**

Sense NSPCC DVD, growing up and keeping safe including lesson plans

School Nursing resources - CPHVA

Family Planning Association resources, including lesson plans – Growing up with Yasmine and Tom.

Growing Up DVD – BBC resource, including lesson plans

The Expect Respect education toolkit – women’s aid, including lesson plans

A mixture of practical, interactive and formal teaching sessions will take place over the course of the year, for each year group allowing a continuous embedded and consistent approach to RSE.

### **Foundation,**

Introducing the body and looking after it. The concept of male and female and differences – using humans and animals. The importance of basic hygiene. Teaching skills to develop friendships and think about friendships with others.

### **Key stage 1,**

Life cycle of a human being, our bodies and how to look after them. Differences and respect. Growing up. Friendships. Hygiene.

### **Key stage 2,**

Yr 3 relationships/friendships differences and stereotypes, the body, looking after it, keeping healthy, keeping safe, making good choices. Respect.

Yr 4 Growing up and changing as an introduction to puberty, including timelines, reactive if the subject of death arises rather than actively teach. The body looking after it and keeping healthy. Friendships and relationships.

Yr5 Introduction to puberty and the changes that occur including how to manage them, looking after emotions and hygiene. Relationships in the context of friendships.

Yr6 human lifecycles including how a baby grows in the womb. Relationships in the context of Friendships, to promote kindness. In the context of healthy and safe relationships, including on-line. Puberty in more detail, reinforcing information received in year 5. Using different materials and delivery. Include hygiene, emotions, boy and girl changes and why they happen, including wet dreams. Conception and pregnancy. Questions on contraception, same sex relationships, masturbation, gender identity are answered in an age appropriate way if the subject arises however they are not actively taught.

### **Resources**

Resources that could be used;

FPA resources

Sense primary resources NSPCC and lesson plans.

BBC growing up DVD and lesson plans

CPHVA school nursing resources

Expect Respect education toolkit – women’s aid.

Betty for schools – encouraging open and honest talk about periods.

Power-point presentations.

Yr 5 and 6; Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/foetuses /body board/ noughts and crosses quiz to evaluate learning. Evaluation forms **at** beginning/end of session to children and teachers. Egg, sperm, Game on menstruation /worksheets to facilitate group-work and discussion.

### Inclusion and differentiation

Included in the delivery of the sessions will be consideration of Sexual orientation, gender identity faith and culture, as part of the school's inclusion policy.

Due to the diversity of families and relationships small group work or one to one sessions will be offered to meet individual needs.

Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

### Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be **careful to** ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education.

To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud. Staff agreed to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

### Involvement of parents and carers/ rights to withdraw

A parents' evening will be held prior to the delivery of the sessions to provide an opportunity to share the policy, lesson plans and resources with parents and feedback will be encouraged.

The policy will be available to parents on the school website and in the prospectus. It will be discussed in more detail at a parents' evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children's questions.

There will be a consent letter sent out for parents to sign at the beginning of the year group asking them to consent to specific sex education sessions

Legislation states that 'Parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum.' **If parents opt their child out an alternative curriculum will be offered, the parent can access support in the form of using some of the resources offered at the parents evening. If a parent is unsure about withdrawing their child, they can have the opportunity to discuss their concerns with a member of staff.**

### Provision for pubertal children

Sanitary disposal units are located in some of the cubicles within the girls' toilets. Girls who have started their periods can approach any member of staff for support or sanitary protection.

### The needs of boys as well as girls

Historically, within SRE there has been a tendency to focus more heavily on girls rather than boys. However, Cornerstone Academy Trust will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

### Safeguarding children

Children occasionally make personal disclosures either in class or to individual teachers, if this situation arises it will be dealt with in line with the current Safeguarding Policy and procedures.

### Use of visitors

Outside visitors, for example school nurses, are used to enhance the provision of SRE. They deliver the sessions in line with the RSE policy and are all DBS checked.

### Learning styles and special needs

Some children may benefit from extra support or smaller group provision. Where this is felt necessary it will be offered.

### Evaluation

Evaluation of the sessions will be sought from the children and teaching in the form of Noughts and crosses quiz

**The provision for SRE will be reviewed and evaluated annually.**

### **Relevant policies**

This policy should be read in conjunction with all other school policies in particular:

- \* Equality and diversity
- \* PSHE
- \* Safeguarding
- \* Acceptable Behaviour and Anti- Bullying

### **References;**

Guidance on producing your school's SRE policy – PSHE Association 2013

[WWW.SEXEDUCATIONFORUM.ORG.UK](http://WWW.SEXEDUCATIONFORUM.ORG.UK)

Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School

Sex and Relationship Education Guidance DfE 2000

National Curriculum SEPT 2013

Arc federation SRE policy - 2014

Every child matters - 2004

Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five. (DfE, 2012)

PSHE association

Department for Education. (2017) Schools to teach 21<sup>st</sup> Century Relationships and Sex Education.

**Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health And Economic Education. (2017)**

## **Specific year groups planning sheet**

### **Key stage one;**

Growing and changing

Making babies

Respect / friendship / kindness

### **How it could be taught;**

#### **Growing and Changing;**

Using animals to explain how they grow (visit to a farm)

Relating this to children, changes that have happened since they were a baby;

What they can do now;

Talking, toilet trained, feeding themselves, dressing themselves and starting to take care of their personal hygiene (cleaning teeth, washing face and hands etc) briefly mentioning older siblings wanting to do different things (12yr old brother getting bigger and moody – introducing the concept of puberty but no more than mentioning that we continue to grow until we are an adult)

Using the life cycle of a human being

Differences to boys and girls;

#### **Making Babies;**

Introducing concept of where babies come from, Mummy's tummy. Seed inside the Daddy, egg inside the mummy.

The penis connects to the vagina and the baby is created, it develops and grows until its ready to come out.

Pregnancy - womb being a special place where the baby grows and comes out when its ready

#### **Respect / friendship and kindness**

Expect respect lesson plans

Bullying / kindness / how to treat each other

### **key stage two;**

#### **Puberty;**

Hormones

Emotional changes / relationships / kindness / friendships/ bullying

Taking care of your emotional health

Relationships with parents, friends

Specific gender changes including;

Wet-dreams

Masturbation – not actively taught

Periods

Breast development

#### **Hygiene;**

How to keep clean and take care of yourself as you are growing

#### **Sex;**

What is love, including trust, respect and communication.

Discussion on sex including;

Knowing someone well and trusting them

People have sex for different reasons, they enjoy it, they want to have a baby or they don't want to have a baby so they use contraception.

Conception / pregnancy

2 women or two men could love each other. – not actively taught

Family models – different families, what is a family?

**FPA interactive resources – ‘Growing up with Yasmine and Tom’**

**Released in the summer term 2014.**

**Annual subscription resources regularly updated. Printable workbooks**

**Higher key stage one;**

Body

Lifestyle

Gender stereotypes

Keeping safe

Feelings

Relationships

**Lower key stage two;**

Pre-puberty changes

People that can help

How to stay safe

Safe online

**Higher key stage two;**

Periods

Wet-dreams

On line safety

How babies are made and born

Feelings

Resilience

Knowing boundaries

Body changes

Puberty /hygiene