

# Preston Grange Primary School



Policy for  
Relationships and Sex Education  
(RSE)  
May 2019

## **Rationale and context**

At Preston Grange Primary, we have based our RSE Policy on our adapted version of the Sex and Relationships Education Scheme produced by Elaine Robson (North Tyneside School Improvement Service) and Clare Liddle (Burradon Community Primary School) in March 2017. It has been recommended by NTLT. The scheme covers growth, changes, relationships and diversity. RSE is part of the personal, social, health and citizenship education. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included and are generally addressed through our Science curriculum.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help and support.

Our curriculum runs in conjunction with our school values and ethos, which are firmly embedded in all aspects of school life. It helps to put in place the key building blocks of healthy, respectful relationships that focus on family and friendships in many different contexts.

## **Aims and objectives**

We aim to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Deliver key messages with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions and explore their own and others attitudes in a safe, open and honest environment.
- Develop sensitivity towards the needs of others.
- Learn about the importance of family life.
- Learn about physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination or prejudice.
- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.

## **Definitions**

The Sex Education Forum defines Relationships and Sex Education (RSE) as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being'.

"Relationships and Sex Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents (or those holding parental responsibility) long before any formal education takes place at school.

At Preston Grange Primary School, we include age appropriate sex education and relationship education in order to meet the needs of our pupils through our aims and objective outlined above.

## **Organisation and approach**

At PGPS, we teach RSE through different aspects of the curriculum from Early Years through to Year 6. The main RSE teaching is in our personal, social and health education (PSHE) curriculum, which is predominantly delivered through our timetabled 'castle' sessions. Our castle sessions are a carefully planned blend of mixed age and age specific sessions. We also teach RSE through other subject areas (e.g. science, PE, RE, Citizenship and SEAL), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In Year 5 and 6 we place particular emphasis on health education, as many children begin to experience puberty at this age. We take guidance from the Local Health Authority and NT SIA about suitable teaching materials to use with our pupils in these lessons. By the end of Key Stage 2, we ensure that boys and girls know how babies are born, puberty and how bodies change through adolescence, the menstrual cycle and menstrual wellbeing.

We teach this with due regard for the emotional development of the pupils and they know that they are free to ask further questions and to discuss issues with their teacher and support staff. Staff will answer pupil's questions in an open, factual and appropriate way but will not enter discussions about personal issues. Governors and staff are agreed that staff will try to answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

Across school, class teachers are responsible for delivering the RSE curriculum content to their year group. It is the responsibility of all staff to promote the wider curriculum through our school ethos and values.

## **The role of parents and carers**

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this we:

- Inform parents about the school's sex education policy and practice through our school website.
- Invite parents with children in Year 5 & 6 into school to view the materials we use to support the delivery of our curriculum and answer questions or queries they may have.
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school.
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- Listen to the views of the children in our school regarding sex education.
- Look positively at any local initiatives that support us in providing the best RSE programme that we can devise.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

## **The right to withdraw**

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are not permitted to withdraw their children from aspects of the curriculum that are statutory; this includes aspects of reproduction taught through the Science curriculum.

## **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. We actively use specialist materials promoted by LEA to support our curriculum for example Stonewall, Busy Bodies, Expect Respect, Health for Life, Sex Education Forum, PSHE association, NSPCC and Operation Encompass.

## **Confidentiality**

Teachers conduct all sessions in a sensitive manner, and in confidence. However, if a child gives a teacher cause for concern, then the teacher will take the matter seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated safeguard lead (DSL) about their concerns. The DSL will then deal with the matter through our usual school protocol (see also our policy on Child Protection).

## **The role of the Head Teacher and PSHE Leader**

It is the responsibility of the Head Teacher or PSHE Leader to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively, and handle any difficult issues with sensitivity.

The Head Teacher or PSHE Leader liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

## **Assessment/ Evaluation**

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

## **Monitoring and review**

The Head Teacher and PSHE Leader support colleagues by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed in two years, or earlier if necessary.

Policy adopted: May 2019

Review date: May 2021