



POLICIES AND PROCEDURES

RELATIONSHIP AND SEX EDUCATION POLICY

DATE;	NOVEMBER 2015 TEACHING AND LEARNING COMMITTEE
DATE AGREED BY GOV'S;	MARCH 2016
NEXT REVISION DATE;	NOVEMBER 2018

STATEMENT FOR EQUALITY;

Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.

RATIONALE

We aim to provide all pupils with Relationship and Sex Education appropriate to their age, identified needs, to help them and support them through their physical, emotional, moral, spiritual, cultural and mental development.

The policy is based on the DFE Updated Relationships and Sex Education Guidance to schools 2010.

'Effective RSE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and are emotionally safe. Schools provide safe place for children and young people to make sense of the information they have picked up from the media and also playground myths'

DFE Updated Sex and Relationships Education Guidance to schools 2010 Section 1.

The policy has been updated in November 2015 using the Supplementary advice to the Sex and Relationships Education Guidance DFE (0116/2000)

PURPOSE

Through our relationship and sex education we aim to help pupils develop the *skills* of:-

- Preparing for the opportunities, responsibilities and experiences of adult life
- Showing respect for themselves and others
- Moving with confidence from childhood through adolescence into adulthood
- Recognising their own and other peoples feelings
- Recognising that actions have consequences for themselves and others
- Developing the skills needed for relationships e.g. Listening, supporting and showing care
- Recognising and challenging stereotypes
- Demonstrating tolerance for each other
- Responding appropriately to bullying and teasing
- Making new friends and learning how to cope with losing friends
- Showing respect by listening to what other people say

Through our relationship and sex education we aim to help pupils acquire the *knowledge* of:-

- Knowing that different types of family have common features and functions
- Knowing that there are similarities and differences between people: gender, appearance, abilities, families, cultural background, sexuality
- Knowing what we do that makes each other happy, sad and cross, and what helps and hinders relationships

- Understanding about the changes that take place in human life-puberty, parenthood, bereavement, making new relationships
- Developing understanding of different types of relationship, including marriage, and know that there are many different patterns of friendship

Through our relationship and sex education we aim to help pupils develop the *attitudes* which enable them to:

- Respect other people's feelings, decisions, rights and bodies
- Value the diversity of lifestyles and the choices made within them
- Consider why honesty, loyalty, understanding and respect are important in relationships
- Appreciate the different ways of loving and the importance of love in relationships
- Consider their developing responsibilities within school, with friends and with the family
- Value other peoples achievements

GUIDELINES

We meet the requirements for RSE as set out in the PSHE & Citizenship part of the National Curriculum, including all but with particular reference to growing up, sexual health and intimacy, recognising puberty, how emotions and bodies change, how to deal with feelings in a positive way. As well as resisting pressures, finding information and advice and different types of relationships and developing effective relationships. Our delivery of relationship and sex education(RSE) will form part of our personal, social, health, and citizenship education (PSHCE), religious education (RE), circle-time, P4C sessions, E-safety sessions and some aspects of the statutory science curriculum (pupils may not be withdrawn from science curriculum lessons).

This policy will be implemented through on-going consultation with all members of the school community. The PSHCE subject leader will work closely with the Headteacher and Governors of the Curriculum Committee to ensure full understanding and implementation of the policy.

The teaching of RSE will allow children to explore their personal values in an open and safe environment. It will provide an appropriate language of discussion, acceptable to the whole school community, and a climate where pupils can recognise when they need help. It will also allow them to express their needs, and manage the emotional and physical changes during puberty. Teachers will maintain the right not to answer inappropriate questions in a classroom setting, and through their professional judgement, refer back to parents/carers at home, if necessary.

CONFIDENTIALITY

The teaching of RSE can, in exceptional circumstances, present issues of child protection. Teachers cannot offer or guarantee absolute confidentiality

If a member of staff suspects that a child is a victim of abuse or at risk of abuse, including children who are sexually active, or contemplating sexual activity, they should report their concerns to the Headteacher who assumes overall responsibility for child protection issues.

Before undertaking RSE lessons where age appropriate it is important for staff to share some or all of the Ground rules before starting SRE discussions.

Ground Rules

- ***we will treat each other with respect***
- ***we will listen to each other***
- ***we will not laugh or make fun of each others questions***
- ***we will not talk about personal issues and not ask personal questions or make personal comments***
- ***we will use proper words for body parts and sexual activity***
- ***We will not discuss sessions in the playground with others***

PSHCE Leaders role

Every school should have a lead teacher with responsibility for co-ordinating RSE – often as part of a wider responsibility for PSHE education or Healthy Schools. This role should be formally acknowledged in the teachers’ job description and the Leader should ensure this is the case. Senior Management responsibility is the teachers Line Manager.

The co-ordinator has a key role in developing the quality of RSE teaching by:

- Developing PSHE education/RSE team
- Ensuring own CPD www.pshe-cpd.com can help identify needs and support
- Organising training/CPD and supporting specialist teachers/agencies to share knowledge
- Organising induction for NQT
- Organising visits to services and visits from those services to the classroom where appropriate ensuring external contributors are aware and respect the schools ethos and values
- Consulting staff and parents in and publicising the RSE programmes and policy
- Working with specific needs relating to culture and faith and developing lessons plans to address local needs
- Ensure practice is monitored and learning assessed
- Compiling and meeting deadlines on a RSE action plan

RESOURCES

The co-ordinator will ensure that teaching resources (including visitors) are reviewed and evaluated on a regular basis to ensure that they are relevant to the children in the school and the wider community, and that they reflect National Guidance’

MONITORING AND REVIEW

The PSHCE leader will monitor the implementation of the policy through their ongoing role to ensure that procedures laid down are reflected in practice. The Teaching and Learning Committee will review the policy regularly. The PSE Leader will give a report to the Governing Body usually in the Autumn Term about questions such as:

- How does the school communicate with parents and children about RSE?
- Is RSE meeting the needs of all groups?
- Is there adequate time for RSE in the curriculum?
- What training has been undertaken?
- How RSE is assessed?
- How many pupils are withdrawn from RSE and why. How has the school dealt with this to minimise withdrawal?
- How is the school supporting parents who have withdrawn to fulfil their responsibility in giving RSE at home?

Timetable

Yearly:

Task	When?	Who?
Policy is shared with new members of staff	Induction day	KSM
Policy is shared at KS meeting– focus use of technical vocabulary as well as ground rules	Autumn 1	KSM
NSPCC whole school assembly to be arranged	Autum1	Inclusion team
Office to order new Childline posters and put around the school first week back in Autumn 1	Summer 2	Office
NSPCC talk to be arranged for Year 5 and 6 – Keeping yourself safe	Summer 1	KSM
Children to be consulted about SRE and what they would like to improve	Spring 2	School council leader/KSM

Every three years:

Task	When?	Who?
Senior leaders to meet to discuss any updated guidance with regards to RSE	2 months before policy is due to be updated	HT/AHT
AHT, KSM and PSE leader to meet to discuss reviewed SRE policy. Any tasks needed to be completed to be shared with KSM	October	AHT/KSM
Policy is updated and sent to HT to be shared at teaching and learning governors	November	KSM
Updated Policy and any changes to the SOW to be added onto the school website. Old ones to be taken down. Be sure to include: updated policy, SOW and SRE overview for each year group	November	KSM
Staff meeting – reviewed policy shared with staff	November	KSM
Reviewed SRE policy and curriculum to be shared with parents	Coffee morning – Autumn 2	AHT/KSM

OTHER INFORMATION

This policy will run in conjunction with the following policies: Confidentiality, Behaviour, Anti-Bullying, Equal Opportunities, Child Protection, Health & Safety, Special Educational Needs, RE and Drug Education, E-safety

APPENDIX 1: A CHECKLIST FOR PLANNING, TEACHING AND REVIEWING EFFECTIVE SEX AND RELATIONSHIPS EDUCATION

A: SRE within a whole school approach

1. Is there a designated senior member of staff (or team) responsible for SRE in school with an agreed description of their role and responsibilities in relation to SRE? *Yes Headteacher*
2. Is there a school SRE policy covering how SRE will be taught and reviewed to ensure that the needs of the children and young people are being met? *Yes*
3. Has the policy been developed or reviewed in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies? *Yes. July 2012 All Children had a questionnaire and parents were consulted at coffee mornings and the policy was sent out with comments gratefully received. Governors and staff had the policy to comment and agree. Reviewed November 2015*
4. Has the policy been disseminated among staff, pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents? *Yes policies are available for all staff, parents/carers on the website.*
5. Is the approach to SRE consistent with the ethos and values framework of the school developed by the whole school community, while maintaining the need for, and entitlement to, a comprehensive SRE programme? *Yes and Same as 3*
6. Are the policy and the school's approach to SRE set in the context of the National Healthy School Standard (which advocates a whole school approach)? *I thought this had gone but yes see 4*
7. Are all aspects of the policy in harmony with Every Child Matters and the school's duty to promote the wellbeing of its pupils? *Yes*
8. Have the pupils been fully involved in assessing need, reviewing policy and practice, planning, developing and implementing SRE? *Yes see 3 – reviewed November 2015*
9. Are parents/carers informed and consulted about their child's SRE? *Yes see policy – Reviewed in coffee morning November 2015*
10. Do parents/carers have access to reliable, up-to-date information and support about SRE? *Yes see policy based on upto date guidance.*
11. Does liaison with local schools take place to ensure consistency and continuity of the approach to SRE across phases, and particularly at transition from primary to secondary schools? *Yes information shared by Y6 teachers on information sharing days.*
12. Is there a designated governor to monitor SRE? *No Teaching and Learning committee do this.*

B: Content of the SRE Programme

1. Have the relevant and achievable aims for SRE been stated in the SRE policy which are consistent with the moral and values framework of the school? *Yes*

2. Have specific teaching objectives and learning outcomes been set for each year group/class, reflecting a balance between attitudes and values, and developing personal and social skills, knowledge and understanding? Yes – see SOW
3. Are pupils carefully consulted to help determine their current level of knowledge, their feelings and beliefs, their questions, and gaps or inaccuracies in their understanding or myths needing to be rectified, before the programme is planned? Yes – see 3- Review in November 2015. This is also tailored for each class, when planning is completed for SRE sessions.
4. Does the content include statutory elements of the National Curriculum Science Order and take account of the PSHE education and citizen Programmes of Study and statutory requirements for citizenship at Key Stages 3 & 4?
5. Are links with other curriculum subjects and PSHE education components, for example drug education and anti bullying, routinely made? *yes*
6. Does the content take account of faith and cultural perspectives and the religious character of the school while maintaining children and young people's need for and entitlement to a comprehensive SRE programme? Yes
7. Does liaison with the Local Authority, the PCT and the Healthy Schools Coordinator ensure that local priorities are reflected in the SRE programme?
8. Does the SRE programme include details on how to get further information and help? Yes – see Overview website details
9. Has adequate time been allocated on the timetable for SRE lessons? Yes

C: Methods and Resource

1. Do teachers understand the importance of establishing ground rules and creating a safe and supportive learning environment? Yes – Staff meeting completed and revisited year in KS meetings
2. Are pupils made aware of the aims and intended learning outcomes of each lesson/activity? Yes
3. Does the content of lessons show positive images of children and young people and encourage safe, rewarding, responsible relationships? Yes
4. Have a variety of teaching approaches been established to engage pupils actively in their own learning, for example, drama, theatre-in-education, debate and discussion, and suitable external contributors? Yes
5. Are school nurses and other health professions actively involved in developing and providing SRE? No as they no longer support schools in this area.
6. Are good quality, appropriate teaching resources available, which have been chosen according to key criteria? (See section 5) Yes
7. Have suitable external agencies and individuals who can contribute to the SRE programme been identified? Has a need for their contribution been established? Has their contribution been planned and a clear role been negotiated with them? Can they assist the school to reach its stated learning outcomes? Where possible

8. Are external contributors aware of the school's aims of SRE, the school SRE policy and the confidentiality policy, to ensure consistency with the school's approach?
9. Have plans been made for teachers to devise preparation and follow-up work? Yes
10. Are plans in place to regularly review and evaluate the SRE programme? *Yes policy review date*

D: The needs of all pupils

1. Is the content of lessons culturally sensitive? *yes*
2. Have the needs of all pupils with special education needs been taken into account? *yes*
3. Is there specialist and one-to-one support for pupils who need it? *yes*
4. Are staff and pupils aware of the policy regarding confidentiality and disclosure? Yes
5. Do all pupils have access in school to information on local and national helplines and support services?
Yes

E: Staff support and training

1. Does SRE have senior management team support? Yes
2. Has induction training on SRE been provided for all staff? Yes
3. Do those teaching SRE have access to support and continuing professional development activities to enable them to feel confident in their role? Are they encouraged to identify their training needs and priorities? Yes
4. Do teachers have knowledge of the local situation and the roles of local multi-agency support team?
Yes
5. Are teachers aware of the school's confidentiality policy and safeguarding processes, and know how to deal with disclosures and referrals? Yes