



British College La Cañada

Whole School

RELATIONSHIPS AND SEX EDUCATION POLICY



Our definition of RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

Entitlements

Pupils are entitled to:

1. Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
2. A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
3. Know where and how to access information, support and local services
4. Be informed about issues of confidentiality and how it affects them
5. Have their views and ideas received in a respectful and non-judgemental manner
6. Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

External Links

Our RSE Policy contributes to meeting the expectations outlined by the UK government s as described in strategies such as:

Forthcoming statutory status of RSE and Health Education Autumn 2020

Transforming Children and young people's Mental Health Provision July 2018

Keeping Children Safe in Education 2018 including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

National Curriculum (DfE 2014)

Sex and Relationship Education Guidance (DfEE 2000)

Programme of Study for PSHE Education (PSHE Association)

Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school.

We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe



- understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSE in an age-appropriate way, value, care for and respect their bodies access additional advice and support.
- become aware of the variety of ways in which individuals grow and change especially during adolescence and to develop a respect for difference between individuals
- understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections
- understand sexual development and identity and explore aspects of sexuality including sex role stereotyping, gender issues and cultural influences on sexuality
- value family life and appreciate the responsibilities of parenthood

Delivering our RSE curriculum

Our RSE Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2019). In September 2019, we expect to begin our new RSE programme incorporating the new statutory status of RSE and Health Education. We will continue to review our curriculum, as more guidance on statutory RSE is announced.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- PSHE/ Health and Wellbeing through designated lessons, circle time, focused events and health weeks
- Other Curriculum areas, especially Science, English and PE
- Enrichment activities, especially our assembly programme, SEAL programme, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific content on Puberty will be taught in Year 4, 5 and Year 6. We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively; we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Responsibilities for Curriculum Delivery and Policy Implementation

Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.



A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include the use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

For younger pupils, a circle time activities can be used to develop the ground rules. For example, pupils are asked to name a game they like to play and then imagining an alien has landed on earth. How would the alien know how to play the game and what rules apply? Go round the circle naming rules from the game, and then discuss what it feels like when someone does not follow the rules. Why are rules helpful? This then leads into ground rules for when the children are learning together in Personal Knowledge lessons.

Once a working agreement has been made by the class, it should be referred back to and displayed during the RSE lessons. An effective working agreement or set of ground rules will contain the elements shown below – in language that is age appropriate and formulated (as far as possible) as positive behaviours.

Example of a working agreement

We will try:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;
- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions.

Older pupils may suggest 'confidentiality' as part of the ground rules, proposing that 'what is said in the class should stay in the class'. In reality, this is not feasible. Instead, teachers talk to pupils about personal boundaries, what information is private and how to protect their own and others' privacy.

See Appendix 1 for a copy of a working agreement that can be printed out and shared with the class.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader, Designated Safeguarding Lead or Headteacher as appropriate.



When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Resources

We will primarily use the PSHE Association Guidelines and Programmes of Study when planning and delivering the RSE Curriculum

- We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:
- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product



- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Confidentiality

In our school we have clear and explicit expectations about confidentiality, which are shared with staff, pupils and parents/carers. These expectations are communicated to parents/carers through the school website and policies such as our Staff Code of Conduct and Safeguarding Policy. The policies state that:



- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's policies. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to a Designated Safeguarding Lead immediately.

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. A Designated Safeguarding Lead will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive



information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter and/or leaflet of forthcoming RSE topics
- Inviting parents to learn more about the approach used in RSE
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis

Parents and carers will be given access to this Policy on request. It will be available on the school website and from the school Office.

Parents and carers currently have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non- statutory guidance for PSHE. They will be made aware of the forthcoming statutory changes to Relationships Education and Health Education, and the effect this will have on their right to withdraw. The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Head Teacher to discuss this further. A discussion will be had to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding of the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class or year group.

Language and terminology

SRE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching RSE are able and willing to model use of this type of vocabulary.

We always use medically correct terms for genitalia and sexual parts of the body, for example, vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools have, in the past, failed to teach this vocabulary. As a barrier to safeguarding, this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice should be established in RSE. We hope that this will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and all adults need to know that using the word 'gay', (to refer to something or someone as rubbish) is wrong and will not be tolerated.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.



The effectiveness of the RSE programme will be evaluated by assessing children’s learning and implementing change if required.

Any change will be reflected in the school prospectus.

RSE issues will be included in the induction programme for all new members of staff.

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