

Netherton Moss Primary School

Relationship and Sex Education (RSE) Policy

Preamble:

The Department for Education (DfE) has published guidance preparing for statutory relationships education in primary schools and relationships and sex education (RSE) in secondary schools in September 2019 to become statutory in September 2020. This replaces the DfE guidance from the year 2000 and is intended to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, Health and Economic (PSHE) education, across all schools. In preparation for September 2020 this policy has been written to reflect this new guidance.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

www.gov.uk/government/publications/sex-and-relationship-education

Purpose of the RSE policy
The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE
Stakeholders
This policy will be shared with staff and governors for consultation and be developed further by involved staff, governors, children and parent/carers in a range of activities and on-going discussions.
Children - RSE is taught within PSHE – we carry out a wide range of activities and ask, what do we know already and what do we want to find out? (before and after topics). This provides a baseline that supports development of our RSE programme. The use of a Question Boxes in KS2 enables the children to further shape the content of the teaching sessions. We regularly take part in the Sefton 'Health Related Behaviour Questionnaire' (HRBQ) to further identify children's needs.
Parents contribute to the shape and nature of the RSE curriculum during the Parents Meetings prior to teaching in Y 2, 4 & 6 and through their Parent Governors Representatives.
Staff and Governors: On-going training; discussion at meetings; Curriculum Committee etc;
Definition of RSE
RSE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give children essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.
Roles and responsibilities in school
The staff responsible for the co-ordination, development, monitoring and evaluation of RSE are David Hird and Pauline Glenville. The governor/committee who has oversight is Hilary Lyall (Chair of Governors).
RSE and safeguarding
At Netherton Moss we believe that our children should be kept safe from harm through safeguarding procedures and educating every child about how to care for their bodies and protect themselves from physical and emotional harm. RSE lessons are part of our planned PSHE programme. These support our duty to safeguard children. The lessons enable children to:
<ul style="list-style-type: none">• Know their rights to be protected and kept safe• Understand potential dangers they could face• Be encouraged to adopt safe and responsible practices and deal sensibly with risk• Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm• Know when and who to ask for help when needed Particular issues covered include:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and Prejudice-based bullying (also in Computing)
- Racist, disability, and homophobic and transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse (also in Science)
- Issues that may be specific to local area or population, for example, gang activity and youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages.

We have a duty to report concerns about children who we feel are at risk of harm or when we suspect that FGM has already been performed (see Appendix 5).

Confidentiality

Staff working with children cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Leads (DSL) Joan Rainford & David Hird or any other member of the Safeguarding Team if what is disclosed indicates that a child is at risk of harm.

Staff in the classroom establish boundaries where children feel safe and respected whilst protecting privacy. Children are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Use 'distancing techniques' to enable children to explore issues without talking about personal experiences, for example, using case studies and scenarios. In one to one situations a member of staff will remind the child that they may not be able to keep some information confidential (e.g. if they think that the child is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present. We provide information to children about support services and useful websites.

Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. If a child under 13 discloses penetrative sex or other intimate sexual activity, the staff should always talk to the designated child protection lead. The legal age for sexual consent is 16. Staff may believe that under 16 is too early but the law does not wish to criminalise young people who are in a mutual sexual relationship. If a young person discloses that they or another are in an underage sexual relationship it may be appropriate although not a legal requirement, to assess whether there are any serious consequences. Any cases of concern should be discussed with the child protection lead of the school.

Working with parents and carers

Parents and carers have important role to play in RSE at Netherton Moss. Prior to all our RSE Education Topic in Year 2, 4 and 6 we send out an RSE Information Booklet to the Parent/Carers involved outlining the content of the curriculum and the knowledge, skills and dispositions we intend the children to gain as a result of their taught curriculum experiences. Parents are then invited to attend a parent's consultation meeting to enable them to explore the planned curriculum content and teaching approaches in more detail, share views and ask any questions. In this way, parent/carers can be prepared to answer questions at home and talk confidently to their children about sex and relationships.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction and the spread of viruses.) If parents approach the school to withdraw their child from RSE they will be shown the RSE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from (See appendix 3: Science national curriculum RSE). While we recognise the right of parents to withdraw their children from certain sessions, we do endeavour through a range of information sharing and open discussion to ensure that the participation of all children is maximised. If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time. Parents should be made aware that there may be impromptu discussion in the classroom at other times and that it is impossible to prevent children discussion the content of the sessions outside of lesson times.

Relationships and sex education within PSHE

RSE within PSHE is developmental and appropriate to the age and stage of each child. It is part of a planned programme, taught in a safe and supportive atmosphere, aiming for all children to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed,

Establishing a safe and supportive environment

- Boundaries for discussion and confidentiality are discussed before the lessons begin.
- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.
- Children are encouraged to ask questions at home but to be sensitive to the knowledge and development of younger siblings when choosing a time and a place for such discussions.

Good practice in teaching and learning

- The teaching of RSE within the broader PSHE Curriculum should, so far as its practical be taught by the class teacher or by another member of staff who knows the children well and in the presence of the class teacher and teaching assistants. This curriculum content should never be left for trainees or supply staff to deliver.
- Using the correct terminology to make it clear that everybody uses common words and avoids prejudiced or offensive language and helps promote positive body related vocabulary that supports safeguarding linked to potential abuse and exploitation. Teachers are guided and supported with the appropriate terminology by the SRE planning.
- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers. In most cases the school planned scheme of work for SRE in each age group provides several high-quality teaching activities for each objective and the class teacher can use their knowledge of the cohort to select the most appropriate approach.

Inclusion

All children and young people, whatever their experience, background or identity are entitled to good quality RSE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help children to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships. Teachers of RSE agree to work within the school's framework for RSE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of RSE.

Things we consider:

- Staff approach RSE sensitively, as children are all different, with different types of family.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- RSE caters for all children and teachers and teaching materials are respectful of the rights of children with SEND and or disabilities and how children choose to identify themselves.
- Links between RSE and the school's inclusion policy.

The RSE curriculum

Relationship teaching and learning is embedded in daily practice (through our school values and expectations such as Stay Safe, Show Respect etc) The RSE curriculum is organised as follows:

- RSE is explicitly taught in years 2,4 and 6 in a block in the Summer term of those school years when the children are at their most mature and the teacher has greatest knowledge of the individual children and their home circumstances.
- Many aspects of relationship education are taught throughout all year groups and are supported and developed through our school ethos, classroom culture and school expectations.
- We have over many years developed our own school scheme of work for RSE that reflects the context of the school and the needs and nature of the school community. It has developed and evolved over time and reflects the school's intent to ensure that children's circumstances will not hinder their life chances.
- RSE is taught in mixed sex groups and the children are taught as part of the teaching to understand why this is important. An opportunity is provided at the end of the Year 6 scheme of work to allow for a single sex discussion session just in case the children have felt unable to ask any questions during the mixed sessions.
- In Years 4 and 6, a 'Question Box' is used to enable children to ask confidential questions on pieces of paper, which the teacher uses to tailor the content of the sessions.

- Teachers consider the age and maturity of the children when answering questions and how they relate to the intended learning for the class. They are encouraged to answer questions simply and honestly and in ways that never judge or glamourize behaviour.
- There are options on how to answer a question (answer to whole class/individual child after the lesson/refer the question to be answered at home)
- Teachers need to ensure children understand that some issues may not be kept in confidence if the child is at risk
- Teachers need to be mindful of the school's safeguarding procedures.
- See Appendix 2 for curriculum

Assessment

Lessons are planned to start with establishing what children already know. In this way, teachers can also address any misconceptions that children may have. We establish what children already know through:

- Low stakes quizzes
- Question Boxes
- Brainstorms and discussions
- Draw and write activities to find out what children already know
- Continuums/diamond nine and other activities to find out what child feel is important to them

Assessment is the process where each child's learning and achievement is measured against the lesson objectives
We assess children's progress assessed through:

- Reflective assessment sheets at the end of each topic to enable them to reflect on their own learning, progress and next steps
- Written or oral assignments
- Quizzes including ACTI Vote Surveys
- Child self-evaluation
- Reflective writing
- One to one discussion
- Floor books to show a range of learning in one class

Monitoring and evaluation

Monitoring is to ensure teaching is in line with school policy and that children are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning. The PSHE Subject Leader and Curriculum Leader are responsible for monitoring and evaluation of RSE.

Methods used include:

- feedback on lessons
- what individual teachers added to or deleted from the lesson content
- children completing end of topic evaluations
- teachers completing end of topic evaluations
- work scrutiny
- annual PSHE review
- data collected from initial need assessment is compared to same assessment at end of topic.

Policy Reviewed: July 2021

PG & DH