

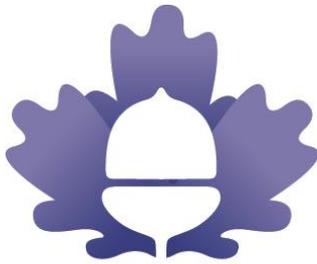


Inkersall
PRIMARY ACADEMY

Relationship and Sex Education Policy

Issue 3 – June 2017

Issue No.	Date	Approved	Signature	Revision Notes	Date Next Review
1	May 2018				Summer 2019



1.0 What is RSE?

The term Relationship and Sex Education (RSE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance SE is:

"lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health".

DfEE 'Sex and Relationship Guidance', 2000.

2.0 Sources of Information

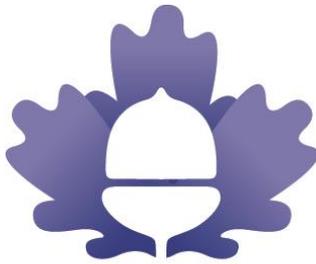
This policy has been informed by:

- DfEE 'Sex and Relationship Education Guidance', 2000.
- Ofsted, 2002, Sex and Relationships. Office for Standards in Education, London.
- Social Exclusion Unit, 1999, Teenage Pregnancy Strategy. Social Exclusion Unit, London.
- SRE Framework. SEF Factsheet 30.

3.0 Aims and Objectives

At Inkersall Primary Academy, the objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives.
- 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.



Inkersall
PRIMARY ACADEMY

- To be prepared for puberty and adulthood.

RSE at Inkersall Primary Academy will contribute to the GROW Curriculum by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their body works.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.

4.0 Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

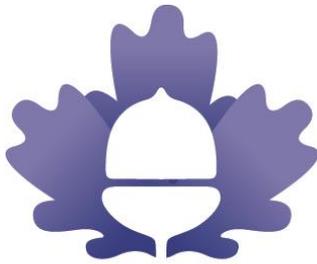
- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters. We also believe that pupils have an entitlement to:
- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda and sensationalism.

The guidance suggests that RSE should have three main elements as follows:

4.1 Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.



Inkersall
PRIMARY ACADEMY

4.2 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

4.3 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

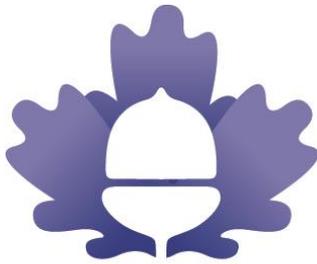
4.4 Content and Delivery of SRE

- The taught National Curriculum Science Programme of Study.
- RSE modules within each Key Stage delivered within a planned programme.
- Pastoral support for students who experience difficulties.
- Provision of appropriate information through leaflets and books in the library, display of posters and appropriate websites, such as Childline.
- Through cross-curricular opportunities.

5.0 National Healthy Schools

At Inkersall Primary Academy we recognise Go-Givers as an effective vehicle to promote PSHE education which offers an integrated whole school approach, set alongside nationally agreed criteria, looking at health and wellbeing issues in their wider sense.

Inkersall Primary Academy is working with local partners, agencies, local colleges, Secondary school, NSPCC, Advisers and Consultants to ensure appropriate provision in the key areas of PSHE, including RSE and Drug Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.



6.0 Ground Rules and Distancing Techniques:

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

7.0 Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later.

8.0 Dealing with Questions

When implementing the RSE curriculum, questions may arise which require careful consideration:

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Principal should be informed and the usual child protection procedures followed.



9.0 Teaching methods

Active learning methods which involve children's full participation will be used. Relationship and sex education takes place within mixed-sex classes or single gender groups as deemed appropriate and relevant, with a member of staff. Should a teacher be absent, it would not be undertaken by a short-term supply teacher. Ground rules are established with each class as to what is and is not acceptable.

10.0 Evaluation of the Programme

Elements of sex education in the science curriculum will be assessed formally.

11.0 Child Sexual Exploitation

The school has a Child Protection Policy and Procedure, which is available on request.

12.0 Confidentiality

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she/he is to talk to the Designated Safeguarding Person before any decision is made.

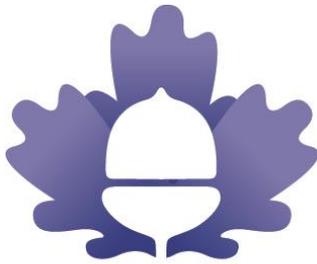
13.0 Inclusion

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

The needs of boys as well as girls - Girls tend to have greater access to RSE than boys, both through the media, particularly magazines, and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity - Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds - we recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.



Inkersall
PRIMARY ACADEMY

Sexuality - All our pupils will meet and work with GLBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall promote a culture of care and respect and also actively tackle homophobic bullying which often at this stage comes in the form of homophobic name-calling.

Special Educational Needs - All children with special needs receive relationship and sex education. Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of children with special educational needs or learning difficulties. Pupils with profound and multiple learning difficulties and pupils with autism will require a relevant learning plan to meet their specific needs. We intend that all pupils shall experience a programme of relationships and sex education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

14.0 A Whole School Approach

A whole school approach will be adopted for RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The senior leadership team, SLT, will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

All staff are involved in the school's RSE provision. Some RSE is taught through the Go-Givers programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Governors have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will inform parents in advance of the lessons taking place offering the right of withdrawal. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.



Inkersall
PRIMARY ACADEMY

The school nurse can play a key role in supporting the teacher in RSE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse. However, the class teacher will still take the lead within RSE sessions.

Outside agencies and speakers may be involved in inputting to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.

Pupils have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

15.0 Parental Concerns and Withdrawal of Students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

Parents wanting to exercise this right are invited to see the Head of School to explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. The Principal will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

RSE materials will be available to parents who wish to supplement sex education in school or wish to deliver RSE to their children at home.



Inkersall
PRIMARY ACADEMY

Appendix 1:

Inkersall Primary Academy: Relationship and Sex Education

Individual Year Group Coverage

Early Years Foundation Stage

PEOPLE AND COMMUNITIES—Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

SELF CONFIDENCE AND SELF AWARENESS—Early Learning Goal

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.

HEALTH AND SELF CARE—Early Learning Goal

Children know the importance of good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

LISTENING AND ATTENTION—Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

MAKING RELATIONSHIPS—Early Learning Goal

Children play co-operatively, taking turns with others. They take into account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

MANAGING FEELINGS AND BEHAVIOUR—Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



Inkersall
PRIMARY ACADEMY

UNDERSTANDING OF THE WORLD—Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Year 1

I can name the main parts of the body.
I understand the differences between males and female and can name the main parts of the body, including sexual parts (penis/vagina)
I know which parts of the body are private
I understand that babies become children and then adults
I know how to look after my body
I know that there are different kinds of relationships—family, friends and others
I know that there are different types of families
I can say people who are special to me, what makes them special and how special people should care for each other
I know family and friends should care for each other
I know there are good and bad secrets
I can judge what kind of physical contact is acceptable, unacceptable, comfortable and uncomfortable and how to respond (including who to tell and how to tell them)
I understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Year 2

I use appropriate language for body parts (penis/vagina)
I know which parts of my body are private
I know the difference between male and female humans and animals
I understand the difference of valuing one's own body and recognising its uniqueness
I know that individuals have rights over their own bodies and that there are differences between good and bad touching (PANTS are private—NSPCC link)
I know that people can do different things according to age and development and that people grow from young to old
I know some people have fixed ideas about what boys and girls can do
I know that there are good and bad secrets
I know I share a responsibility to keep myself and others safe, when to say, yes, no, I'll ask, I'll tell
I can recognise, name and deal with my feelings in a positive way
I know that other people's families are different to mine
I can listen to other people

Year 3



Inkersall
PRIMARY ACADEMY

I can identify different types of relationships and show ways to maintain good Relationships

I understand that relationships may change over time

I can judge what kind of physical contact is acceptable or unacceptable

I know who to go to if I need help

I understand that all families are different and have different family members

I can describe how my body has changed since I was a baby

I can judge what kind of physical contact is acceptable or unacceptable

I know that individuals have rights over their own bodies and there are difference between good and bad touching

I understand about personal space

I know who to go to if I needed help

I know that marriage and civil partnerships are examples of loving relationships.

Year 4

I feel good about myself and my body

I know the importance of taking care of my own body

I know I have the right to protect my body from inappropriate and unwanted contact

I understand the language used to describe feelings and changes

I understand the main stages of the human life cycle

I know some of the ways that my body and emotions will change as I grow into an adult through stages of puberty including physical changes (height, weight, perspiration, changes in skin)

I know that puberty is linked to reproduction

I know the names for different male and female body parts and introduce their functions

I can respond appropriately to other people's feelings

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from me

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

Year 5

I can name the parts of male and female reproductive organs

I know and explain the ways in which boys and girls grow and develop in puberty—physically and emotionally

I understand how to manage the physical and emotional changes of puberty

I understand the importance of good hygiene routines as I grow into an adult

I know where I can get support during puberty both within and outside of school

I know where individuals, families and groups can get help and support

I understand the safe and simple routines to prevent the spread of bacteria and viruses

I am aware of different types of relationships, including those between friends, families, civil partnerships and marriage

I recognise that as I approach puberty, how people's emotions change and how to deal with my feelings towards myself, my family and others in a positive way

I know where individuals, families and groups can get support



Inkersall
PRIMARY ACADEMY

I know that marriage is a commitment freely entered into by both people and that no one should enter a marriage if they don't want to

I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with

I am aware that difference and similarities between people arise from a number of factors, including family, culture, ethnic, racial and religious diversity, age, sex, sexual orientation and disability

Year 6

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I can name and explain the human reproductive organs in males and females

I know the ways in which boys and girls grow and develop in puberty to prepare the body for reproduction and that this can happen at different times

I know the age at which a person in the UK is able to consent to sexual activity and I understand what consent is

I know some facts about human reproduction including conception, pregnancy and birth and that contraception can be prevented by the use of contraception (condoms)

I understand that there are lots of things to consider before having a baby

I know how to keep my body healthy and clean during puberty

I recognise that as I approach puberty how peoples' emotions change at that time and how to deal with my feelings towards myself, others and my family in a positive way

I know some of the reasons why adults choose to have sex in a relationship and that this can be influenced by cultural and religious views

I know that female genital mutilation is a crime and how to get support if I have fears about myself and others

I am able to recognise and challenge stereotypes

I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay, lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to this and ask for help

I know some of the ways that people show they love and care for each other in a relationship

I understand there are different types of adult relationships and can explain the qualities of a positive relationship.