



Catshill First School and Nursery

Relationship & Sex Education Policy

Revised: October 2020

To be reviewed: October 2022

Signature..... Chair of Committee

Date

Worcestershire County Council (WCC) Commissioned Services	
Human Resources – Liberata Babcock Prime	Admissions –
Learning and Achievement – Babcock Prime	Finance –

Our Vision

We believe Relationships and Sex Education (RSE) is part of lifelong learning about physical, moral and emotional development. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. We aim to inform pupils, presenting relevant facts in an objective and balanced manner. Catshill First School will help young people learn to respect themselves and others, enabling them to move with confidence through childhood and the beginning stages of adolescence, empowering them with the knowledge and confidence to prepare them for their journey to adulthood. The school's policy for relationship and sex education (RSE) is based on guidance from the DfE (Sex and relationships – OFSTED 2002)

At Catshill First School and Nursery, RSE is defined as learning about physical, moral and emotional development, love and care towards others. We aim to:

- Meet the requirements of the DfES guidance on RSE
- Help and support children through physical, emotional and moral development
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way
- Give opportunities to clarify some of their attitudes towards friendships, sexuality and gender
- Enable children to move with confidence from childhood through adolescence to adulthood
- Support pupils to live confident and healthy lives
- Allow pupils to understand the changes that occur to the human body during puberty
- Allow pupils to understand how a baby is conceived and born
- Provide information which is realistic and relevant, and which reinforces positive social norms
- Promote positive mental wellbeing and self-perception
- Ensure children are aware of personal space and their right to privacy.

We select activities and resources which are age, experience, and culturally appropriate. Objective discussion of diversity in sexual orientation will be addressed in order to meet the needs of all pupils.

Teaching will reflect the society that we now live in, including ensuring that RSE fosters gender equality and LGBT+ equality by teaching about LGBT+, relationships and families.

Roles and Responsibilities:

The Governing Body will ensure that:

- The implementation of the RSE policy is monitored and a representative of the governing body is appointed who will be part of a working party that reviews the policy.
- The RSE policy is monitored on an annual basis and will give serious consideration to any comments from parents/carers about the RSE curriculum and keep a record of all such comments.
- The content, delivery and all materials related to RSE are in accordance with the school's ethos and enable the school to fulfil its legal obligation.

The Headteacher/Head of School will ensure that:

- All staff and parents/carers are informed of the policy and that the policy is implemented effectively
- Members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity
- The school is compliant with the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected characteristics
- The teaching of LGBT+ is embedded within programmes of study and not delivered as a stand-alone unit or lesson
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils

- Liaison is made with all external agencies who work with pupils on the issues of RSE and ensure that they are aware of the school policy, and work within the framework
- Clear information is available for parents/carers on the subject content.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or lack of respect
- All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence, trust and support
- All pupils understand the importance of equality, trust and respect
- Their teaching is sensitive and age appropriate in approach and content
- At all times, teaching will take place in the context of an explicit moral framework
- All points of view they may express during the course of teaching RSE are unbiased and free from personal opinion
- The teaching of RSE is delivered in ways that are accessible to all pupils
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters of RSE
- Where a pupil has made it known that they have embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour/disclosure. The member of staff should refer any potential concerns to the Designated Safeguarding Lead
- A level of mutual respect is upheld with pupils in regard to the personal, private lives and opinions of staff.

Legal requirements

We are required to teach RSE as part of the introduction of compulsory relationships and sex education (RSE) and health education in schools from September 2020. All schools must teach the following:

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability or sexuality. There will be no right to withdraw from Relationships Education.

Curriculum Design:

Our PSHE programme is delivered by class teachers during a weekly, timetabled, 45 minute lesson, following the guidance and planning provided by the PSHE lead.

Our RSE programme is an integral part of our whole school PSHE provision and will cover all learning opportunities as outlined in the PSHE Association Programme of Study which goes beyond the statutory guidance. The programme is based on three core themes within which there is broad overlap and flexibility:

Core theme 1. Health and Wellbeing

Core theme 2. Relationships

Core theme 3. Living in the Wider World

Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers. All material used is age-appropriate which are regularly reviewed.

Safe and Effective Practice:

What kind of language will be considered acceptable and appropriate for use in RSE lessons? Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some could be offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned. Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Safeguarding, reports of abuse and confidentiality:

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In line with the document "Keeping Children Safe in Education" (KCSIE 2019), all staff are aware of what to do if a child tells them that they are being abused or neglected and will follow the school's safeguarding procedures immediately. The staff member will inform the Head Teacher /Designated Child Protection person in line with school policy. A member of staff cannot promise confidentiality if concerns exist.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named member of staff responsible for Safeguarding, who may confer with the headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Parents/Carers

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy and making it available to them on the school website
- involving parents in viewing resources and discussing the RSE curriculum
- advising parents on how they can answer questions about RSE with their children at home.

- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from RSE lessons and providing materials for parents who choose to withdraw their children.

Monitoring, Reporting and Evaluation:

The PSHE lead will undertake regular impact evaluation through learning walks, teacher voice and pupil voice. Skills books will be monitored on a termly basis to check curriculum content and skill progression is in line with policy. Teachers will critically reflect on their work in delivering RSE and will be instrumental in regular resource review. Pupil and parent voice will be influential in adapting and amending planned learning activities.

RSE Policy Review Date:

This policy will be reviewed by **date to be inserted once agreed**

It will be reviewed by the PSHE lead.

This will ensure that our provision continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.