



BLETCHINGLEY VILLAGE PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

Relationships and Sex Education Policy

At Bletchingley Village Primary School, we believe:

RSE is lifelong learning about ourselves, including understanding our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour and sexuality. It takes place in many contexts, including at home, at school and in the community.

RSE is an entitlement for all young people. Difference and diversity are taken into account when delivering RSE. Special educational needs or a specific disability, gender, sexual orientation, age, nationality, religion, cultural and linguistic background all affect a child's access to RSE, so lessons are appropriately differentiated to ensure equality of access and opportunity.

RSE is most effective when provided in the wider context of social and emotional development (PSHE and Citizenship). However, some aspects are taught discretely at specific times in pupils' school lives, in particular during Years 5 and 6, per the school's scheme of work.

RSE enables children to gain the knowledge and information they need in order to support informed decision-making and healthy choices.

Our Aims for RSE

All adults will work towards achieving these aims for RSE at St Catherine's School. We enable our children to:

- Develop effective 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 in which to bring up children;
- Respect themselves and others, their views, backgrounds, cultures and experiences;
- Develop trusting, affectionate, loving, caring relationships, based on mutual respect;
- Be able to name the parts of the body and understand the process of human reproduction;
- Understand the reasons for and benefits of delaying sexual activity;
- Be prepared for puberty and the emotional and the physical effects of body changes;
- Understand the attitudes and skills needed to maintain their sexual health;
- Recognise and avoid exploitative relationships;
- Value, care for and respect their bodies;
- Access additional advice and support.

Principles

We are committed to working towards the implementation and development of the following entitlements at St Catherine's.

Children are entitled to:

- Accurate, up to date, useful and appropriate information, delivered in a way that meets their individual needs;
- a well-planned, well-delivered RSE programme, which is flexible enough to cater for their changing needs over time;
- Know where and how to access information, support and local services;
- Be informed about issues of confidentiality and how these might affect them;
- Have their views and ideas received in a respectful and non-judgemental manner.

Adults working with the children are entitled to:

- Access to high quality, up to date, accurate information, resources and training;
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE;
- Contribute their views and ideas in support of the development of RSE for all children;
- Professional guidance and support;
- Opportunities to share good practice;
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults are entitled to:

- Accessible, accurate, up to date information delivered in a way that meets their needs;
- A safe and supportive environment for their children;
- Information on how and when RSE is planned and taught;
- Understand their rights and responsibilities in relation to the school's RSE policy and curriculum;
- Be informed about issues of confidentiality and how it affects them and their children;
- Have their views and ideas received in a respectful, non-judgemental manner.

The Wider Context

RSE is part of the broader aim at St Catherine's of promoting positive relationships for all children. Our RSE policy contributes to meeting both local and national priorities as outlined in strategies and documents such as:

RSE Guidance, DfE, 2000
RSE for the 21st Century: Supplementary Guidance, 2014
Sex Education Forum's toolkit for consulting on RSE, 2008
The *Every Child Matters* agenda
Safeguarding and Child Protection
Ofsted's *Sex and Relationships*, 2000
Surrey's *Healthy Schools* agenda
Education Act, 2002

This policy reflects the view of RSE contained within the Schools White Paper *The Importance of Teaching* (2010), that children need high quality RSE, so they can make wise and informed choices.

Other school policies are relevant to our provision of RSE: PSHE, Safeguarding and Child Protection, Science, Behaviour, Anti-bullying, Inclusion, Equality, Staff Code of Conduct.

Practice

Our curriculum for RSE (see Appendix) describes the elements which will be taught as the children progress from Foundation Stage through to Year 6. The RSE provision is consistent with the National Curriculum, DfE and Ofsted guidance. It also reflects best practice, as described by the Sex Education Forum.

Some elements of our RSE curriculum are part of the compulsory Science National Curriculum, while others are based on the non-statutory PSHE guidance.

We consider RSE to be a continuous process of learning, beginning well before the children enter our school and continuing into adulthood. We have a planned, progressive curriculum that is age-appropriate. All adults working with children at St Catherine's play a part in supporting the delivery of RSE.

The specific objectives of the RSE curriculum will be taught through discrete lessons, and they will be developed and enriched through some or all of the following:

- PSHE, through designated lessons;
- Other curriculum areas, especially Science, English, RE and PE;
- Our nurturing provision, especially where aspects of self-esteem and emotional wellbeing are being considered with individual children;
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, and any activities carried out as part of our development as a health promoting school.

Resources

Our resources for the delivery of RSE come from a range of sources. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources, leaflets and DVD materials, before using them.

We will select resources which:

- Are consistent with the 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;
- Avoid racial, gender and sexual stereotyping;
- Encourage active and participative learning;
- Conform to the legal requirements for RSE.

Ethos for teaching RSE

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
- Resources

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will want to share information and 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 taught curriculum for that age group to the whole class. We will answer questions relating to areas beyond the planned taught curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question.

If a member of staff is uncertain about how best to answer a question, or indeed whether they wish to answer it, they will seek advice from the Head Teacher or another member of the SLT.

When answering children's questions, staff will endeavour to do so without either sharing or requesting personal information or experiences

Where a question or comment from a child indicates the possibility of abuse, staff will pass this information on to any of our DSLs as a matter of urgency, in line with our school procedure for child protection.

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without being obliged to disclose personal experience. For example, we will use fiction, puppets, case studies, role-play or video clips to enable children to reflect on their own feelings, share ideas and opinions and practise their decision-making skills in a safe learning environment.

Inclusion

We understand the importance of ensuring that all children at St Catherine's receive their entitlement to RSE. We will consider any special educational need, 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 children and, in addressing different views and beliefs, seek to promote tolerance, acceptance and understanding.

In order to ensure that our RSE curriculum meets the needs of all:

We will promote all lifestyles equally.

We will accept and celebrate difference.

We will expect mutual respect

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, where possible. 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 in policy development, planning and training;
- The management of personal care;
- Appropriate sources of support for children.

Confidentiality

Staff are unable to offer, and should therefore never promise, absolute confidentiality.

We will reassure children that staff will act in their best interests and that this may involve sharing information with other trusted adults, if the child may be at risk of harm.

Children will be told if information is to be shared, unless they are very young or have significant special needs. Appropriate emotional support will be offered.

Professionals, such as the school nurse, CAMHS consultant, educational psychologist, Behaviour Support advisor or Social Care worker, are bound by their professional codes of conduct when offering advice and guidance to individual children. However, in a classroom or other teaching situations, when they are contributing to our RSE programme, we will expect them to adhere to the school's confidentiality policy.

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 school's safeguarding and child protection procedures and will report any disclosure to one of the school's DSL team 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. The team of DSLs will follow safeguarding and child protection procedures and seek advice from relevant external agencies.

Staff Training

In order to feel confident, all staff need opportunities to develop their knowledge, skills and attitudes in the RSE curriculum. We also recognise that different adults have varying personal beliefs and attitudes about RSE. We will discuss relevant issues as part of our regular safeguarding 'Hot Topics' with all teaching and support staff. Where appropriate, we will arrange training sessions to increase staff confidence in delivering the RSE curriculum. We will also encourage the sharing of good practice.

Roles and Responsibilities

We regard it as the shared responsibility of all adults working at St Catherine's School to respond appropriately to a child's request for information and advice.

Governors

It is the responsibility of the governors to ensure, through consultation, that the RSE policy reflects the wishes of the parents/carers and the views of our community and meets statutory requirements and/or best practice. It is also the responsibility of governors to ensure that this policy is made available to parents. The Governing Body delegates responsibility for the RSE policy to a named governor who will review this document, in consultation with the Head Teacher, every two years, and make recommendations to the FGB.

Head Teacher

It is the responsibility of the head teacher to ensure that the policy is implemented fully, and that the school's scheme of work is regularly reviewed and updated. S/he is expected to ensure that the school is aware of and responds to any changes to national or local guidance, and to liaise regularly with the relevant governor.

Teaching Staff

The RSE curriculum will mainly be delivered by class teachers. Teachers must ensure that their planning and teaching is fully in line with the school's policy, and that parents/carers are given sufficient notice of any RSE lessons. Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the senior leadership team. Staff will be assisted in their planning and delivery of RSE by the Inclusion Leader and Head Teacher; INSET and staff training opportunities will be provided to meet staff needs.

Parents and Carers

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents or carers. As in all other aspects of our school life, we seek to work in partnership with parents and carers when planning and delivering our RSE.

We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming RSE topics;
- Inviting parents to learn more about resources and activities used in RSE;
- Gathering parents' views on the RSE policy and taking these into account when it is being reviewed;
- Informing parents and carers about the RSE programme as their child joins the school, through the Our Learning area of the school website;
- Inviting parents to evaluate RSE programmes that their children have studied in Years 5 and 6

This policy will be available on the school website and hard copies will be made available on request.

Parents and carers 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 for Science. They may withdraw their children from the elements which fall within the non-statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them during these sessions.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the class teacher to discuss the matter. They can then speak to the Head Teacher or a member of the school's DSL team to confirm their reasons for wishing to withdraw their children. Their reasons for withdrawal will be kept in a central, confidential record.

We will provide all parents with access to the leaflet, *RSE and Parents*, a guide published by the DfE. Although slightly outdated, this still provides the most relevant information about how and why RSE is taught in schools, along with how parents can request their children be withdrawn from certain sessions.

Parents and carers will be asked to reconfirm their decision to withdraw their children each time that RSE is planned for their particular year group.

Pupils

We expect children to participate seriously and fully in RSE lessons. They are expected to demonstrate mutual respect and tolerance during lessons, and to participate at an appropriate level in discussions.

We will involve the children in the evaluation and development of their RSE in a number of age-appropriate ways:

- We will encourage the children to engage in assessment and reflection activities to establish their development needs, eg. Through 'Draw and Write' tasks.
- We will encourage children to ask questions as they arise by providing opportunities for them to be submitted in confidence and answered outside of a whole class session, where appropriate.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children in greater detail, through the School Council, about their perception of the strengths of our RSE programme and the areas which they feel could be further developed.
- We will use the local/countywide/national data on health-related behaviour surveys e.g. SHEU

Monitoring, Evaluating and Reviewing this Policy

Monitoring and evaluating this policy is the responsibility of the Governing Body, who delegate this responsibility to a named governor. Information will be gathered from the Head Teacher, members of the DSL team, children and parents/carers to inform judgements about the overall effectiveness of provision for RSE.



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Appendix 1: Responding to sensitive Issues

Puberty

We will teach the children about puberty in Years 5 and 6, in accordance with our curriculum for RSE (see Appendix 2). Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both girls and boys have a sound understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' need for practical information about managing periods. We may work with groups of Year 5 and Year 6 children separately to ensure that they receive the most appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. Girls will be encouraged to speak to a member of staff they trust and all staff will respond to such requests discreetly, in a supportive way, without embarrassment.

Contraception

We recognise that some primary-aged children may be aware of some forms of contraception and may have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and ensure that our answers reflect the responsible choices that adults make in deciding when to have children. This will enable children to understand further the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE curriculum in Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our children. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice and promote the stability of a loving, respectful partnership. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy, which makes explicit reference to homophobic bullying.

Other issues raised by children

Any other issues which arise unexpectedly during RSE lessons will be handled at the class teacher's discretion. Class teachers will supply only the information which has been requested by the child, if they deem it to be appropriate. If the class teacher is concerned about a child's question/s, s/he will consult with a senior member of staff in order to determine the best course of action. This will usually, but not always, be to discuss it with the child's parent/carer.



Relationships and Sex Education Curriculum

Foundation Stage

Early Learning Goals	Pupils need to... <ul style="list-style-type: none"> • find out about and identify some features of living things, objects and events that they encounter • have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others • form good relationships with adults and peers • dress and undress independently and manage their own personal hygiene
The following section outlines the content our children will encounter as part of our planned RSE provision.	
Knowledge and Skills	Attitudes
I know... <ul style="list-style-type: none"> • what my body looks like • that there are differences and similarities between my body and my friends bodies • what my body can do • how my body has changed as I have grown • how to look after my body and keep it clean (including self-help skills) • who the members of my family are and trusted people who look after me 	I am learning... <ul style="list-style-type: none"> • how to take care of myself and know what I still need help with • about how I feel about growing up

Key Stage 1 (Years 1 & 2)

Statutory Science Curriculum	Pupils need to know how... <ul style="list-style-type: none"> • animals, including humans, move, feed, grow and reproduce • humans and other animals can produce offspring and these grow into adults • to recognise and explain the differences between the main external parts of the bodies of humans and other animals (not gender) • to recognise and explain the similarities and differences between themselves and others • to treat others with sensitivity 	
Non-statutory PSHE curriculum most relevant to RSE	Pupils need to know... <ul style="list-style-type: none"> • the process of growing from young to old and how people's needs change over time • the names of the main parts of the body • the rules for, and ways of keeping safe ... and about people who can help them to stay safe 	<ul style="list-style-type: none"> • how their behaviour affects other people • be able to identify and respect the differences and similarities between people and groups of people • that families and friends should care for each other

The following section outlines the content our children will encounter as part of our planned RSE provision.

Those in **bold text** are related directly to the compulsory elements of the National Curriculum for Science.

Knowledge and Skills	Attitudes
I know... <ul style="list-style-type: none"> • the names of the main parts of the body • how to keep my body clean • how to stop common illnesses and diseases spreading • how babies change and grow • how have I changed since I was a baby • what babies and children need • what my body can do • what my responsibilities are now that I am older 	I am learning... <ul style="list-style-type: none"> • that I am in charge of my actions and my body • that I need to have a healthy attitude towards my own body and the bodies of others • that the parts of my body covered by my swimsuit are private and belong only to me

Lower Key Stage 2 (Years 3 & 4)

Statutory Science Curriculum	Pupils need to know... <ul style="list-style-type: none"> • that the life processes common to humans and other animals include nutrition, movement, growth and reproduction • about the main stages of the human life cycle • that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful, e.g. in causing disease 	
Non-statutory PSHE curriculum most relevant to RSE	Pupils need to know... <ul style="list-style-type: none"> • that as they approach puberty, people’s emotions change • how to deal with their feelings towards themselves, their family and others in a positive way as they approach puberty • about how the body changes as they approach puberty where appropriate • to recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable • that their actions affect themselves and others, • how to respect other people’s feelings and to try to see things from their point of view 	<ul style="list-style-type: none"> • that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know • how to ask for help and use basic techniques for resisting pressure to do wrong • about different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in a range of relationships • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section outlines the content our children will encounter as part of our planned RSE provision.

Those in **bold text** are related directly to the compulsory elements of the National Curriculum for Science.

Knowledge and Skills	Attitudes
I know... <ul style="list-style-type: none"> • how males and females are different and what the different parts are called • what the main stages of the human life cycle are • how different illnesses and diseases spread and what can I do to prevent this • why it is important to keep clean • what I am responsible for now and how will this change • what I can do for myself to stay clean and how will this change in the future • how parents and carers care for babies • how to follow and understand the ‘Underwear Rule’ 	I am learning... <ul style="list-style-type: none"> • what it means to be ‘grown up’ • how to respect the differences between boys and girls

Upper Key Stage 2 (Years 5 & 6)

Statutory Science Curriculum	Pupils need to know... <ul style="list-style-type: none"> • that the life processes common to humans and other animals include nutrition, movement, growth and reproduction • about the main stages of the human life cycle • that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful, e.g. in causing disease or preventing illnesses 	
Non-statutory PSHE curriculum most relevant to SRE	Pupils need to know... <ul style="list-style-type: none"> • that as they approach puberty, people’s emotions change • how to deal with their feelings towards themselves, their family and others in a positive way as they approach puberty • about how the body changes as they approach puberty where appropriate • to recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable • that their actions affect themselves and others, • how to respect other people’s feelings and to try to see things from their point of view 	<ul style="list-style-type: none"> • that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know • how to ask for help and use basic techniques for resisting pressure to do wrong • about different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in a range of relationships • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section outlines the content our children will encounter as part of our planned RSE provision.

Those in **bold text** are related directly to the compulsory elements of the National Curriculum for Science.

Knowledge and Skills	Attitudes
I know... <ul style="list-style-type: none"> • what the male and female sexual parts are called and what they do • what happens to the bodies of boys and girls when they reach puberty • how the spread of viruses and bacteria can be stopped • how are babies made • about pregnancy and childbirth • what contraception is • how I can keep my growing and changing body clean • how I can express my feelings positively as I grow up • what adults should think about before they have a baby 	I am learning... <ul style="list-style-type: none"> • what influences my view of my body • to have a healthy body image • that sometimes I can be responsible for how others feel • that adults should have a loving relationship before they have a baby • to have a respectful and non-judgemental attitude towards different types of family • that I need to develop a responsible attitude for my own and other’s safety e.g. mobiles and social media; ‘no’ means ‘no’; drugs and alcohol