

CHEPSTOW HOUSE



All School Policy for RSE (Relationships, Health and Sex Education)

September 2021 - August 2022

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Next review date: June 2022

Signed: 

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This Policy was created in 2017 and will be reviewed annually.

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

This policy should be read in conjunction with other school policies including the school's PSHE and Safeguarding policies.

Policy Statement

The Relationships and Sex Education Policy (RSE) is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance' (DfE, 2019) and the PSHE Association recommendations.

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults' (DfE, 2019). In year 5 upwards children learn about aspects of sex education as part of their Science and PSHE curriculum. The programme is tailored to the age, physical and emotional maturity of pupils. The programme ensures that children are prepared for the changes that adolescence brings and have a knowledge of the human life cycle (how a baby is conceived and born).

RSE is delivered as part of the PSHE curriculum to promote pupil well-being. It is taught in the context of trusting, stable and loving relationships. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

Aims and Objectives

At Chepstow House we aim to:

- To learn the importance of values and moral considerations.
- To learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- To learn the value of respect, love and care in all relationships.
- To explore moral dilemmas and develop critical thinking when decision-making.
- To learn to manage emotions, including anxiety dealing with puberty, and relationships.
- To develop self-respect and empathy for others.
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To learn and understand physical development, at appropriate stages, including puberty and reproduction.
- To respect and care for their bodies.
- All teaching considers the online and other aspects of life.
- To understand the characteristics of good physical health and mental wellbeing.
- To recognise that mental wellbeing is a normal part of daily life, in the same way as physical health.

Planning and Assessment

RSE is taught through different aspects of the curriculum including PSHE, science and physical education. In science lessons, we closely follow the guidance material in the National Curriculum linked to RSE. We believe that RSE contributes significantly to a child's knowledge and understanding of their own body, and how it changes and develops during the primary years.

In Nursery and Reception topics are based around the objectives from the EYFS Personal, Social and Emotional Development area of learning. For the curriculum and assessment in EYFSN see the EYFSN Framework Policy. In EYFSR see the EYFSR Framework Policy.

In key stage 1 we teach pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In key stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. From year 5 explicit RSE lessons will be taught, in year 5 this comprises six hours in the spring term. In year 6, the lessons are taught in the summer term. Classes are split into gender groups and the unit is delivered by two members of staff of the same gender in each group. Each gender group learns the full curriculum and will cover changes to both male and female bodies. By the end of key stage 2, children should have an awareness of how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. These topics are delivered with due regard for the emotional development of the children.

Our RSE programme will also be informed by the guidance set out in our Fundamental British Values policy.

Teachers have a responsibility to ensure the safety and welfare of pupils and should teach RSE following the school policy and curriculum. Teachers' personal beliefs and attitudes will not influence the teaching of sex and relationship education.

Ground rules: A set of ground rules will be created at the start of each RSE unit to help teachers and pupils create a safe environment. For example, no one (teacher or pupil) will have 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; and the meanings of words will be explained in a sensible and factual way.

Distancing techniques: Teachers are advised to use distancing techniques to depersonalise discussions, avoid embarrassment and protect pupils' privacy.

Difficult Questions: By using the ground rules teachers will establish clear parameters of what is appropriate and inappropriate. An anonymous question box is used as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs, and this may involve a discussion with parents. If a teacher does not know the answer to a question this will be acknowledged and researched to answer the question later. 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. To maintain trust and respect the teacher must remember to talk with the pupil later.

Reflection: Time will be provided at the end of each RSE lesson and the whole unit for pupil reflection and ensure the lesson/unit is concluded appropriately. Pupils' will be reminded that all teachers can be approached throughout the school day to discuss any issues the children may have regarding RSE.

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

Evaluation & Assessment: At the end of each RSE lesson teachers meet to discuss progress, outcomes and review the planning of the next lessons. The question box allows pupil's awareness and concerns to be assessed.

There are no statutory requirements for PSHE assessment. However, two broad areas for assessment are as follows:

- Observe and assess the way children are using their accumulating knowledge and understanding to develop skills and positive attitudes through discussion, debates, making friendships, resolving conflicts, taking responsibility and through self-assessment.
- Assess children's knowledge and understanding such as their recall of knowledge of how to be supportive.

Assessment is also undertaken in lessons on an observational basis and based on the success criteria for the lesson.

The Role of Parents

Excellent RSE teaching is achieved through a partnership with parents and the school. We aim to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. Parents have the right to withdraw their children from aspects of RSE. In such a case, alternative work would be set for individual pupils. By working in partnership with parents we aim to build strong relationships and highlight the importance of RSE in a child's education.

During years 5 and 6, the school informs parents when aspects of the RSE programme are taught and provides the opportunity for parents to view resources and ask questions.

Confidentiality & Safeguarding

Teachers conduct RSE in a sensitive manner and in confidence. All teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a disclosure is made or if a teacher is concerned that a pupil is at risk of abuse, teachers will follow the safeguarding procedure (see Safeguarding Policy). A member of staff cannot promise confidentiality if concerns exist.

Equal Opportunities and SEND

- ◆ All teaching and non-teaching staff at Chepstow House are responsible for ensuring that all pupils, irrespective of ability, ethnic origin, belief and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.
- ◆ All teachers/keyworkers should be aware of the individual and differing needs of pupils, including those who are able or talented and those with emotional and learning needs.
- ◆ Appropriate differentiation will be made to meet pupils' needs and the delivery of the curriculum will embrace a range of teaching and learning styles.

Coordinators Role

The Assistant Head (Curriculum) will be responsible for liaising with members of staff to discuss progress and keeping the policy updated.

Opportunities for teachers to review the scheme, policy and published materials are given during staff meetings, planning time and key stage meetings. Where necessary training will be provided to teachers to help them teach RSE effectively.