



Ferndown First School

Relationships & Sex Education (RSE) Policy

Approved by: FGB

Last reviewed: January 2020

Review due: Annually

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. What is sex and relationships education?
5. Curriculum
6. Delivery of RSE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements

Appendix 1: Parent form: withdrawal from sex education within RSE

1. Aims

The aims of relationships and sex education (RSE) at our school are:

- To enable children to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion.
- To help children develop positive and healthy relationships appropriate to their age, development etc (respect for self and others).
- To support children to have positive self-image and body image.
- To help children understand that they have full control over their bodies.
- To help children understand that there are many different relationships in modern Britain today.

2. Statutory requirements

As a maintained First school we must provide relationships education to all pupils as per Section 34 of the Children and Social work Act 2017. Whilst we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum. We choose to teach sex education as we believe it an important and necessary part of all pupils' education.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

At Ferndown First School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with stakeholders.

- Review – a review was led by the PSHE coordinator and members of the SLT.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholders – parents and any interested parties were invited to attend a meeting about changes to our SRE policy and delivery.
- All parents were invited to an annual meeting which sets out the aims of this policy so they understood the subject specific content which their children receive.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. What is sex and relationships education?

The Government's definition is this:

“It 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. It is not about the promotion of sexual activity – this would be inappropriate teaching.”

(Department for Education and Employment, SRE Guidance, 2000)

This is what every school in the country is expected to adhere to. How they teach it is up to each individual school. Whilst PSHE education remains a non-statutory subject, Section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that the subject is: ‘An important and necessary part of all pupils’ education.’

It goes on to note that:

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’

5. Curriculum

Our SRE curriculum is taught through the PSHE commercial scheme Jigsaw. The unit entitled ‘Changing me’ is where the SRE element is taught.

5.1 What do we teach about Sex and Relationships?

It is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing loving, stable relationships, respect for each other, etc.

These are the key ideas within the Changing Me unit of work:

- ***Life cycles***
- ***How babies are made***
- ***My changing body***
- ***Puberty***
- Growing from young to old
- Looking ahead & Moving on
- Safeguarding
- Family stereotypes
- Self and body image
- How babies grow
- Change & accepting change
- Self-respect and saying no

The key ideas in ***bold italics*** are those that are also taught within the Science curriculum. As it is a developmental, progressive scheme, not all key ideas are taught in every year group.

Further information about what is covered in the science and SRE curriculum can be found in appendix 1.

5.2 Year group specific content

The Changing Me unit is taught over a period of 6 weeks in the second half of the spring term. Each year group will be taught similar ideas in different ways, appropriate to their age and development stage.

EYFS – Growing up: how we have changed since we were babies

Year 1 – Boys' and girls' bodies; body parts

Year 2 – Boys' and girls' bodies; body parts and respecting privacy

Year 3 – How babies grow and how boys' and girls' bodies change as they grow older

Year 4 – Internal and external reproductive body parts, body changes in girls and menstruation

6. Delivery of RSE

RSE is taught by the child's class teacher.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- A celebration of the many different types of relationships

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

To ensure all children feel included and to prepare children for life in modern Britain we include LGBT parents and relationships as part of the rainbow of different relationship children may come across.

We believe that this helps every child and young person understand that LGBT people are part of normal, everyday life.

6.1 Why we teach boys and girls about each other's development.

We believe it is very important for children to understand each other's development. The world may become rather confusing if 50% of the population was not aware of what the other 50% of the population was doing. It also helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring individuals who understand the changes that boys and girls experience.

6.2 Children's questions.

Children are encouraged to ask questions. If a question from a child arises and the teacher feels it would be inappropriate to answer (e.g. because of its mature or explicit nature), the child's teacher will inform the child's parents/carers of the questions and they will decide how to best answer the question at home.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

The PSHE coordinator will ensure all new staff are supported to deliver SRE lessons. The Headteacher will, where appropriate, also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by our Teaching & Learning Committee through:

- Short and informal lesson drop-ins.
- Talking to the children.
- Talking to parents.
- Talking to staff.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Teaching & Learning Committee and SLT.

At every review, the policy will be approved by the governing board and Headteacher.

Appendix 1: Science and RSE curriculum coverage.

| | RSE curriculum | | Science |
|------------|-------------------------|--|--|
| Year Group | Concept | Key teaching | |
| EYFS | Growing Up | How we have changed since we were babies | |
| Year 1 | My changing body | Understanding that growing and changing is natural and happens to everybody at different rates Vocabulary Boy/male, girl/female, life cycles, penis, vagina, testicles, bottom, anus, breasts, nipples. | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| Year 2 | Boys' and girls' bodies | Appreciating the parts of the body that make us different and using the correct names for them Vocabulary boy/male, girl/female, vagina, penis, testicles, bottom, anus, breasts, nipples, pubic, private. | Notice that animals, including humans, have offspring which grow into adults |
| Year 3 | The changing me | Where am I on the journey from young to old, and what changes can I be proud of? Vocabulary Baby, grow, uterus, womb, nutrients, survive, love, affection, puberty, male, testicles, sperm, penis, female, ovaries, egg, womb, vagina. | |
| Year 4 | Boys and girls | Differences between boys and girls – how do we feel about them? Which parts of me are private? Vocabulary personal, unique, characteristics, parents, sperm, egg, penis, testicles, vagina, womb, ovaries, making love, fertilise, reproduction, puberty, menstruation, periods. | |

Appendix 2: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |