



## RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

### INTRODUCTION

#### Relationships and Sex Education

*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 orientation or sexual activity.*

SRE Guidance, DfEE 2000

In England, the sex education elements of Science in the National Curriculum 2014 are compulsory for all children of primary and secondary school age (7-16 years). They include biological aspects of human reproduction, anatomy and puberty. Within this subject, children learn about the main body parts and that reproduction is one of the life processes common to all animals, including humans. Other elements of sex and relationship education are taught as part of a non-statutory Personal, Social, Health and Economic Education (PHSEE) programme.

This policy should be read in conjunction with the KLS RSE Framework which specifically details the learning and teaching aspects of relationships and sex education for each year group.

### AIMS OF RSE

At King's Lodge School we believe that the learning and teaching of relationships and sex education is an important part of the curriculum. Our aim is to work in partnership with parents to develop a child's understanding of happy, caring and loving relationships, as well as the emotional and physical aspects of growing older.

In following the school's RSE framework, relationships and sex education is learnt and taught in a responsible and developmentally appropriate way, building on the children's existing knowledge and experience of their bodies, relationships and the world around them.

We aim...

- To develop children's skills to live healthy and safe lives;
- To develop children's communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To help children learn to respect and care for their bodies;
- To help children understand the importance of respecting others;
- To help children realise that they need to be responsible for their own actions;
- To prepare children for puberty and adulthood;
- To help children learn how to gain access to relevant information and support.

## **VALUES OF RSE**

As part of relationships and sex education, children should be taught about the nature and importance of relationships and that in our current society these are varied, including marriage, civil partnerships, co-habiting, partnerships of different or same sex relationships.

The personal beliefs and attitudes of KLS members of staff will not influence the teaching of relationships and sex education. All members of staff who teach aspects of RSE within King's Lodge School, including the School Nursing Team, are expected to be guided by the school's RSE framework and this policy which represents the values held in common by the whole school community. The teaching of RSE will encourage children to:

- Value and respect themselves;
- Value and respect others for who they are, not for what they have or what they can do;
- Value healthy sexual relationships which are based on mutual respect, care and goodwill;
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background;
- Value and respect their own and others' rights to make choices in (sexual) relationships after having accepted responsibility for considering the consequences of those choices;
- Value stable, caring and loving relationships.

## **MORAL DIMENSION**

The school recognises that it is a moral body in its own right with a moral purpose. As part of the whole curriculum the school seeks to explore issues of right and wrong. Whilst relationships and sex education recognises different lifestyle choices, it promotes a view that stable and loving relationships are the best context for sexual relationships and the rearing of children.

## **LEARNING OUTCOMES FOR RSE AT KING'S LODGE SCHOOL**

By the end of EYFS2 (4-5 years), children will know the importance for 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. They will play cooperatively, taking turns with others, and take account of one another's ideas about how to organise an activity. They will show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Making observations of animals and plants and they will be able to explain why some things occur, and talk about changes.

By the end of Key Stage 1 (5-7 years), children will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2 (7-11 years), children will have had the opportunity to express their views and respect those of others. They will have discussed the bodily and emotional changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgments and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and well-being. They will also have considered different types of relationship and discussed ways in which people can maintain good relationships with one another.

## **THE ORGANISATION AND DELIVERY OF RELATIONSHIPS AND SEX EDUCATION**

RSE is coordinated by the RSE Leader, and is taught to all children in the school at the age-appropriate level within PSHEE and Circle Time at Key Stages 1 and 2. In EYFS2, children are taught according to the Early Years' areas of learning and their associated Early Learning Goals relating to health and relationships - *Physical Development, Personal, Social and Emotional Development and Understanding of the World*.

Biological aspects of RSE are taught within the Science National Curriculum 2014 and some moral aspects are explored within Religious Education. A range of teaching methods which involve children's full participation are used to teach relationships and sex education. These include use of books, media, whole class/ group discussions, written learning activities and an anonymous question box.

Relationships and Sex Education is delivered in mixed gender groups; in Year 6 children have the opportunity to attend and participate in single gender group discussions too.

The KLS RSE Framework content has been devised and agreed in consultation with governors, teachers, teaching assistants, parents/ carers and children. In addition, advice and guidance are sought from the Local Authority, the School Nursing Team and the Department for Education (DfE).

### **RESOURCES**

The following resources are used to support the school's learning and teaching of RSE:

- Age appropriate texts relating to parts of the human body and pregnancy.
- All About Us - Living & Growing Alternative DVD (Channel 4 Learning) programmes
- *Naming body parts* activity sheet (Year 4)
- Leaflets explaining puberty in girls and boys (Year 6)
- Male and female anatomy posters (Year 6)
- Demonstration of a sanitary towel and tampon (Year 6).

### **TERMINOLOGY**

Members of KLS staff and the School Nursing Team use the anatomically correct terms for body parts, while acknowledging common terms used by some people.

### **DEALING WITH DIFFICULT QUESTIONS**

Ground rules are used to establish a safe environment to facilitate discussions. Children are encouraged to show respect for others at all times, whilst reflecting on their own learning, beliefs and attitudes.

The school trusts individual teachers to use their skill and discretion in answering children's questions honestly and according to the age and maturity of the children. Due to the nature of the question, this may sometimes involve the child being referred to their parent/carer and a school nurse for further discussion. The adult may seek advice from the RSE Leader and Senior Leaders in order to address the child's needs and enquiry.

### **EQUAL OPPORTUNITIES**

All children are entitled to receive relationships and sex education regardless of ability, gender, race, religious belief or grouping. Through relationships and sex education we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision as required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Through our Single Equalities policy staff advocates are allocated for sexual orientation, sex (gender) and gender identity.

Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

## **SAFEGUARDING AND CONFIDENTIALITY**

Effective relationships and sex education, which brings an understanding of body parts and relationships, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

Where a member of staff is concerned that a child protection issue has been disclosed by a child or a child is at risk of sexual abuse, it is their responsibility to follow the school's Child Protection procedure in this matter. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a member of staff in school. This should be viewed as a child protection issue.

The staff member will inform the Designated Safeguarding Leader (Headteacher) in line with our school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with other policies:

- Single Equalities Policy
- Child Protection
- Confidentiality statement
- Positive Behaviour
- Anti-bullying statement

## **ASSESSMENT AND EVALUATION**

Elements of relationships and sex education in the Science National Curriculum 2014 are assessed formally. Assessment of PSHEE and the RSE Framework content is conducted using a variety of informal activities which have been built into the programme (observation, discussion, written learning). To inform future planning of RSE, teachers evaluate their lessons and feedback success and areas for development to the RSE Leader.

## **MONITORING AND EVALUATING RSE**

It is the RSE Leader's responsibility to:

- Ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHEE, as well as the KLS RSE Framework.
- Prepare the content of and resources for the KLS RSE Framework, including arranging any agencies to support the delivery of the Framework programme.
- Monitor the use of RSE teaching and learning approaches.
- Monitor the use of RSE teaching materials.
- Ensure the Governing Body's approval of the KLS RSE Framework and the teaching resources, annually.
- Evaluate the effectiveness of the school's RSE Framework programme.
- Ensure parents/ carers are informed of RSE sessions taking place during the academic year and that the current KLS RSE Framework and guidance are available for viewing on the school's website.
- Ensure the Living & Growing DVD resource is available for parents/ carers to view at home, as they wish, during the Summer terms.
- Ensure the delivery of RSE information evenings for parents/ carers, when planned.

King's Lodge School actively seeks feedback from children, members of staff and parents/ carers on the success and effectiveness of the RSE provision and policy, both of which are reviewed annually.

## WITHDRAWAL OF CHILDREN FROM RSE SESSIONS

The school ensures information on relationships and sex education is available for download from the school website, including this policy and the current KLS RSE Framework, which details the learning and teaching aspects of relationships and sex education and resources for each year group. A paper copy of the RSE Policy and KLS RSE Framework is available on request.

The school will inform parents/carers, via the school newsletter, when aspects of the Relationships and Sex Education programme are about to be taught.

Opportunities will be provided for parents/carers to view the DVD and resources being used.

Parents/ carers are informed of their legal right to withdraw their child partly or fully from the non-statutory learning and teaching of RSE. Any parent/ carer wishing to withdraw their child is encouraged to inform the school by written letter and to discuss the matter with either the Headteacher or RSE Leader. Children cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum 2014 Science objectives. King's Lodge School will make parents/carers aware that if they withdraw their child(ren) it is the parents' responsibility to teach RSE to the child(ren).

RSE Framework written by Dan Wrixon (RSE Leader)	May 2015
RSE Framework reviewed/ updated by Dan Wrixon (RSE Leader)	30 <sup>th</sup> May 2018

Policy written by Dan Wrixon (RSE Leader)	May 2015
Policy reviewed by Dan Wrixon (RSE Leader)	30 <sup>th</sup> May 2018

Presented to KLS Members of Staff	June 2018
Presented to KLS Full Governing Body	June 2018

Signed on behalf of KLS Full Governing Body	
Date	June 2018

This policy will be reviewed in May 2019.
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