

Gillespie Primary School



Relationships and Sex Education (SRE) Policy February 2021

Relationships and Sex Education (RSE) policy

(Including relationships education policy for primary schools)

Relationships and sex education (RSE) policy (including relationship education for primary schools)

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Gillespie Primary School Relationships and sex education (RSE) policy summary (including relationship education for primary schools)

SUMMARY

The purpose of this policy is to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to Relationship and Sex Education. It will be circulated to all staff and to visiting speakers and made available on the school website.

The RSE policy and its implementation will be monitored by **the Senior Leadership Team and PSHE (Personal, Social, Health Education) Leader** and reviewed every three years by the Governing Board

Definition of RSE

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. We teach it in order to give children essential skills for building positive, enjoyable, respectful and non-exploitive relationships, and the skills to stay safe both off and online. RSE also enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is **Steph Welburn, PSHE Lead**

The governor or committee with oversight of RSE is **the Safeguarding Committee**

Parents' and carers' rights and partnership with school

The school works in partnership with parents and carers to educate children and young people about relationships and sex, consulting them regularly on the content of the RSE programme.

Most RSE is taught as part of the National Curriculum, usually in PSHE or Science lessons and these are compulsory for all children (An overview of the curriculum can be found in Appendix 1).

However, in Years 2 and 6 there are specific Sex Education lessons and parents have the right to withdraw their children from those classes. (please see below for the topics covered).

Parents will be informed in advance of the contents of Sex Education lessons. It is recommended that parents and carers arrange to meet the Head Teacher to discuss this or any other concerns they have, before removing their child from Sex Education lessons.

Confidentiality and safeguarding

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to inform pupils of this and to pass information on to the school Designated Safeguarding Lead (DSL) if anything disclosed during RSE lessons indicates a pupil is at risk of harm.

If pupils disclose to visiting speakers then the visitor should report this to school staff to follow up.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

Gillespie Primary School

Date: February 2021

Date to be reviewed: Spring 2024

Approved by: Gillespie Governing Body

Purpose of the RSE policy

This policy sets out the school's approach to relationships and sex education and acts as the school's central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE within personal, social, health and economic (PSHE) education.

It is available on our school website; copies are available from the school office and is displayed in the staff room.

Legislation

Primary Schools are legally required to have a written policy for Relationships Education and RSE, in line with statutory guidance [Relationships education, relationships and sex education \(RSE\) and health education](#) (effective from September 2020).

DfE guidance encourages primary schools to teach age-appropriate sex education however, it is not a statutory requirement. Under this legislation, all primary schools are required to teach relationships education and all schools are required to teach health education (which includes some aspects of RSE).

Policy development

We have developed our RSE policy involving staff, governors, parents and carers in the following ways

Parents and carers: All parents were invited to a Zoom consultation meeting in Autumn Term 2020 with the Head, PSHE Lead and our Bi-lingual parent Advisor. More than 30 parents attended the meeting. A presentation was made outlining latest statutory guidance and detailing the school's approach and policy on teaching Relationships, Sex and health Education. Parents were invited to ask questions and comment on the policy developments and school approach. The PowerPoint was signposted and made available to all parents.

Staff and governors: staff and governors were updated on Government statutory guidance and consulted on revisions to and development of our RSE Policy.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

Definition and purpose of RSE

We define relationships and sex education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Through RSE within PSHE education, we aim to give children and young people essential information and skills for building positive, enjoyable and respectful relationships and staying safe both off and online. It enables pupils to explore their own and others' attitudes and values, and aims to help build their self-esteem and confidence.

The [government guidance](#) on relationship and health education, and the science National Curriculum details what must be taught in primary schools. This includes teaching about changes to the human body as it grows from birth to old age (science). Health education includes teaching feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. Health Education also focuses upon the emotional and physical changes that take place during puberty. Appendix 1 shows when we teach the different aspects of this curriculum.

As well as the requirement to teach science, health and relationships education, the DfE encourages primary schools to also teach age-appropriate sex education. We believe that sex education is best taught as part of an integrated programme within PSHE education, in which sex is discussed in the context of respectful, healthy, adult relationships.

We have consulted with our parents and carers and have agreed that the following sex education (in addition to relationship and health education) will be taught within our PSHE programme. The law says that parents may choose to withdraw their child from these elements of our curriculum. Before doing so, we ask that any parent with concerns speak first to the Head or Deputy Head Teacher.

The following learning intentions and outcomes come from Islington's 'You, Me PSHE teaching programme' used by the school:

In Year 2, pupils learn the biological differences between male and female children, pupils:

- identify and name biological terms for male and female sex parts
- label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

In Year 6

Pupils learn about human reproduction in the context of the human lifecycle:

- know that sexual intercourse may be one part of a sexual relationship
- can describe how babies are made and explain how sexual intercourse is related to conception

Pupils learn how a baby is made and grows (conception and pregnancy):

- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

In addition,

Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted

- know that HIV can affect anyone, not a specific group or type of person
- can identify how HIV can and cannot be passed on

Relationships and sex education (RSE) policy (including relationship education for primary schools)

- know that the risk of HIV being passed on through sexual intercourse can be reduced if a condom is used

Pupils learn that contraception can be used to stop a baby from being conceived:

- know that a condom stops sperm from meeting an egg and therefore stops fertilisation
- know that women can take a pill to stop an egg being released, preventing conception
- understand contraception is both partners' responsibility

RSE curriculum

The RSE curriculum has been planned with regard to the statutory guidance and the age and stage of pupils, and feedback from pupils, parents and staff.

The RSE curriculum links to, and has been planned to complement, learning in science, citizenship, RE and computing. On occasions, assemblies, theatre productions, visiting speakers and discussions in circle time may supplement it.

RSE and safeguarding children

At **Gillespie Primary School**, we believe that alongside our safeguarding procedures, educating every pupil about how to care for their bodies and protect himself or herself from physical and emotional harm is an important element of our work to keep pupils safe from harm.

RSE enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed.

Effective RSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm to the DSL **Mark Owen** or a deputy, as described in our safeguarding policy.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present or directly to the school's DSL.

In addition, teachers have a mandatory duty to report known cases of Female Genital Mutilation (FGM) **to the police**. They should ring the non-emergency 101 number within 48 hours, make a note of their actions and record the police reference number as evidence that they have complied with the duty. It does not apply if the teacher knows that another professional has already reported the same act of FGM.

Safeguarding young people who may be involved in underage sexual activity

Sexual activity is illegal for young people under the age of 16.

Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. Therefore, if a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always treat this as a safeguarding concern and talk to the DSL.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

Teaching and learning in RSE as part of PSHE

RSE within our PSHE education is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a safe and supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

Teachers will use a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times during PSHE (and RSE). These may include:

- Establishing boundaries for discussion and ensuring that issues of confidentiality are discussed before RSE lessons begin. These may be identified as class 'ground rules'.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Ensuring ground rules include not asking (or answering) personal questions.
- Distancing techniques such as role-play, third person case studies and an anonymous question box are used when teaching sensitive issues.

Good practice in teaching and learning

Teachers will ensure that lessons are inclusive, varied and suitably reflective of the society children live in:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- 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 activities; quizzes; research; case studies; games; circle time; visiting speakers.
- Resources are chosen to reflect a suitable range of cultures, identities and genders.
- Inclusive and non-heteronormative language e.g. referring to someone's 'partner' rather than 'boyfriend' or 'girlfriend' helps all children and young people to feel included and reduces assumptions about sexual orientation.
- Assessment supports effective teaching and learning, ensuring lessons meet the needs of pupils and enables pupil progress.
- **Answering pupils' questions**

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, within both PSHE lessons and the broader context of the curriculum plan for PSHE across the school. As far as possible, the principle is to answer appropriate questions openly and factually to address any misconceptions.

If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:

- speak to a pupil individually
- suggest that the pupil asks their parent/carer
- offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality RSE that help them build a positive sense of self. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes should not affect their teaching of RSE.

Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings. We aim to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic as part of a whole-school approach.

As part of our Child protection Policy the school refers to the DFE's advice, [Sexual violence and sexual harassment between children in schools and colleges](#). The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred."

Working with parents and carers

Parents are the primary educators of their children about relationships and sex, particularly with regard to their views and values. We intend that our school's RSE should complement parents and carers' role in RSE and we view this as a very important partnership.

As well as being involved in the policy consultation process, the school informs and works with parents in the following ways:

- termly curriculum overview letters to parents summarising all learning to be covered in that term
- Before RSE lessons are delivered in Y2, Y4, Y5, Y6, a letter is sent to parents and carers describing the RSE their children will cover. In this way, parents and carers can be prepared to have conversations at home
- Signpost workshops for parents on how to confidently talk to their children about sex and relationships
- Information in newsletters and on the school website.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

Parents' right to withdraw

Current government regulations set out the rights of parents and carers to withdraw pupils from sex education (but not relationships or health education).

Parents have the right to withdraw their child from some or all of the sex education lessons, which do not fall within relationships education, health education or other National Curriculum subjects (e.g. science). Head teachers will automatically grant a request to withdraw a pupil from any sex education in primary schools, other than as part of the science curriculum.

The details of the school's planned programme of RSE (*appendix 1*) shows which aspects of the RSE programme are covered within national curriculum subjects and are therefore compulsory, and which are 'sex education' and so not compulsory.

If parents would like to request that their child does not attend sex education lessons, they should notify the school in writing by completing the form in appendix 4.

Parents will be asked to discuss the decision with the headteacher. They will be made aware that there may be impromptu or incidental discussion of relationships and sex education topics in the classroom during other subjects at times, from which it is not possible to withdraw pupils.

"Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social, and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher" Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. Parents will be encouraged to deliver sex education with their child at home instead.

Roles and responsibilities in school, including continuing professional development (CPD)

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is **Steph Welburn, PSHE Leader**

RSE is taught by class teachers

The governor or committee with oversight of RSE is [the Safeguarding Committee](#)

Any concerns regarding pupils that may emerge from the delivery of RSE will be referred to the Designated Safeguarding Lead within school who is **Mark Owen**

The **PSHE lead and Senior Leadership Team** consider the RSE training needs of staff. RSE training may be provided as whole staff briefing or training, training for selected staff, in-class support, and discussion with the PSHE lead as appropriate.

The policy is on the website and available in the staffroom. All staff should familiarise themselves with the policy and refer to it as necessary.

The **PSHE lead** will provide any visiting speakers with a copy of the policy in advance.

The relationship and health education (RHE) strand from Islington is you; Me PSHE resource is shown below, the highlighted text is sex education.

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHE, Boys and girls and families	Other Areas of PSHE	RHE, Growing up and changing	Other Areas of PSHE	RHE, Healthy relationships	Other Areas of PSHE
<ul style="list-style-type: none"> Pupils understand and respect the differences and similarities between people Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils learn the biological differences between male and female children Pupils learn about growing from old to young and that they are growing and changing Pupils learn that everybody needs to be cared for and ways in which they care for others 	<p>Drug, alcohol and tobacco education</p> <ul style="list-style-type: none"> about what goes onto our bodies and how it can make people feel <p>Mental health and emotional well-being</p> <ul style="list-style-type: none"> about being co-operative with others <p>Keeping safe and managing risk</p> <ul style="list-style-type: none"> about personal safety and who they can talk to <p>Identity, society and equality</p> <ul style="list-style-type: none"> about people that are special to them and what they do 	<ul style="list-style-type: none"> Pupils learn about the way we grow and change throughout the human lifecycle Pupils learn about the impact of puberty in physical hygiene and strategies for managing this Pupils learn about the physical changes associated with puberty Pupils learn about menstruation and wet dreams Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils learn strategies to deal 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about similarities and differences between themselves and others about what makes a good friend about dealing with issues that might arise in friendship about different emotions and how to manage these 	<ul style="list-style-type: none"> Pupils learn about the changes that occur during puberty Pupils learn to consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships Pupils learn about human reproduction in the context of the human life cycle Pupils learn how a baby is made and grows (conception and pregnancy) 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about stereotyping including gender stereotyping about prejudice and discrimination (in relation to homophobia) and how this can make people feel

Appendix 3: Assessment, monitoring and evaluation

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHE, Boys and girls and families	Other Areas of PSHE	RHE, Growing up and changing	Other Areas of PSHE	RHE, Healthy relationships	Other Areas of PSHE
<ul style="list-style-type: none"> Pupils learn about different types of family and how their home-life is special 		<ul style="list-style-type: none"> with feelings in the context of relationships 		<ul style="list-style-type: none"> Pupils learn about roles and responsibilities of carers and parents <p>Year 6, HIV and contraception</p> <ul style="list-style-type: none"> Pupils learn about some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted Pupils learn that contraception can be used to stop a baby from being conceived 	

Appendix 2: Science National Curriculum

Primary curriculum

Key Stage 1

Year 1

Animals, including humans

- 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

Animals, including humans

- Notice that animals, including humans, have offspring, which grow into adults.

Upper Key Stage 2

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Animals, including humans

- Describe the changes as humans develop to old age
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Appendix 3: Assessment, monitoring and evaluation

Assessment

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives.

Lessons should be planned starting with establishing what pupils already know - in this way, teachers can address any misconceptions that pupils may have, strategies include:

- brainstorming and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Pre and post-topic assessment may also provide some indication of progress made by pupils in their understanding/articulation of RSE issues; this could be carried out through:

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self-evaluation
- reflective logbooks
- one to one discussion

Monitoring and evaluation

Monitoring ensures that teaching is in line with school policy and that pupils are taught what is intended. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

A range of methods can be used for monitoring and evaluation, which should be led by the PSHE subject lead or a senior leader. Methods include:

- lesson observations
- teachers' additions/amendments to the planned lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review
- reports to parents at parent consultation evenings
- data collected from initial need assessment is compared to same assessment at end of topic.

Appendix 4 : Parent form : withdrawal from sex education within RSE

Please complete the form below to request a meeting with the school about withdrawing your child from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for wishing to withdraw 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	

Appendix 5: What children want to learn at each developmental stage – extract from the Sex Education Forum’s design tool.

The information below is an extract from the Sex Education Forum [curriculum design tool](#), which is a web-based tool providing detailed sets of questions to explore with pupils in RSE at each age and stage. The tool can be used to help review and develop the school RSE programme to ensure content is developmental from early primary through secondary education and beyond. The programme can then be summarised for the policy and web site.

Primary

RSE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Age 3–6

At this age, children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Age 7–8

At this age, children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are important.

Age 9–10

At this age, children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.