



Relationships and Sex Education Policy

Kingsweston School

Introduction

We have based our school's Relationships and Sex Education (RSE) policy on the Department for Education (DfE) guidance document, 'Sex and Relationships Education for the 21st Century'. We believe that effective Relationship and Sex Education is essential if young people are to make responsible and well-informed decisions about their lives. At Kingsweston School this is firmly rooted within the framework for Personal, Social and Health Education (PSHE) and the National Curriculum.

In Early Years (E.Y.), Key Stage (KS)1 & 2 RSE is combined into the PSHE & Citizenship Curriculum.

We believe that personal, social and emotional development of pupils in school is the responsibility of all staff and is fundamental to all aspects of learning as well as an essential part of the ethos of the school, as described in DfE Guidance on RSE (0116/2000).

We provide a safe and welcoming setting and RSE that is challenging, interesting, informative and relevant. We believe that our teaching should promote our pupils' spiritual, moral, social, physical and cultural development and also prepare them for the opportunities, responsibilities and experiences of life appropriate to their needs.

Spiritual, Moral, Social and Cultural (S.M.S.C.) Education and Values Framework.

RSE is about having an awareness of the self, relating to other people, respecting the rights and feelings of others, learning safe boundaries and developing healthy relationships. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our sex and relationships curriculum respects religious, moral and cultural viewpoints. It reflects the relevance of British values as manifest in individual liberty, mutual respect and tolerance and the rule of law. We have a zero-tolerance policy towards homophobic bullying.

High quality Relationships and Sex Education...

- Is essential for safeguarding pupils, promoting their physical and emotional wellbeing and improving their ability to achieve in school. It helps pupils understand on and offline safety, consent, violence and exploitation and to develop their ability to protect themselves.
- Helps to challenge stereotypes and to prevent and remove prejudice. It promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
- Promotes empowerment, knowledge, the development of life skills, the development of emotional literacy, tolerance, emotional resilience skills and respectful attitudes and values.
- Supports young people through their physical, emotional, social and moral development.
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Helps young people to understand and respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Helps pupils develop skills and the understanding they need to live as confident, healthy and independent lives as possible, whilst dealing with difficult moral, emotional and social issues.
- Teaches about the nature and importance of stable relationships for family life and bringing up children. (The Government recognises in the Home Office, Ministerial Group on the Family consultation document "Supporting Families", that there are strong and mutually supportive relationships outside marriage.) Pupils should therefore learn the significance of marriage and of stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigma attached to home circumstances.
- Enables pupils at secondary level (and as appropriate) to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay and learn about obtaining appropriate advice on sexual health.

Relationships and Sex education has four main elements:

Within these four elements we embed British values and teaching about emotions and feelings and a pupil's self-identity. The content of the curriculum within these 4 elements is presented in more detail in our separate Schemes of work for RSE.

1. Attitudes and Values. RSE contribute towards...

- A positive ethos and environment for learning
- Learning about the importance of values and individual conscience and moral considerations.
- Learning about the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

2. Personal and Social skills. RSE contribute towards...

- Learning about their personal identity.
- Developing self-respect and respect for others.
- Developing skills of reflection and empathy.
- Developing assertiveness.
- Developing an appreciation of the consequences of choices made.
- Managing conflict within friendships.
- Learning personal responsibility.
- Developing self-confidence and self-esteem.

3. Knowledge and Understanding. RSE contribute towards...

- Coverage of the National Curriculum for Science for each Key Stage.
- Learning regarding parts of the body and an understanding of their functions, including sexual body parts.
- An understanding of human sexuality and the range of local and national sexual health advice, and where appropriate contraception and support services.
- An understanding of the difference between a public and private place.
- Learning about the reasons for delaying sexual activity and the benefits to be gained from such a delay including the avoidance of unplanned pregnancy.
- Developing respect for the basis on which the law is made and applies in England.

4. Emotions and Feelings. RSE contribute towards each child's...

- Emotional literacy and emotional resilience skills.
- Ability to identify, label and manage emotions.
- Ability to find appropriate ways of expressing emotions verbally and physically.
- Ability to learn how to identify a trigger when they feel upset, angry, scared or worried.
- Ability to understand what action/event/person makes an individual feel a specific emotion?
- Ability to understand how to manage conflict within relationships.
- Compassion for themselves and others.
- Ability to express their strongly held views.

Staff Guidelines

- Ongoing training and support will be given to support the delivery of the RSE scheme of work, including workshops facilitated by the RSE Lead for Kingsweston.
- RSE is an integral element of a broader developmental personal, health, social and emotional education curriculum.
- Parents/carers are to be kept informed and invited into school to discuss issues and review resources before specific teaching around sexual issues is delivered.
- Staff are instructed to be vigilant and sensitive to issues regarding safeguarding and any concerns are to be reported immediately to the designated teacher for Safeguarding within school. Pupils' confidentiality will be maintained, unless the disclosure has safeguarding implications.
- Resources are to be regularly reviewed and updated according to the needs of all pupils; specific resources should be made available for parents to view prior to teaching about sex.
- Where advice is required from outside school, the assistance of professionals will be sought. The school has strong links with BROOK, Be Safe Stay Safe, 4YP, the Children's Disabled Team and the RSE Lead Consultant for Bristol.
- A variety of teaching and learning methods will be used including 1:1 work, paired work, group work, talks, visits, discussions and demonstrations.
- The RSE programme will be regularly reviewed and monitored as part of the curriculum review schedule and will be overseen by the RSE Subject Leader.
- The RSE programme will be taught mainly by class teachers in a manner appropriate to the age, maturity and individual needs of the pupils, but other groupings may be appropriate depending on the context and content. For example the Learning Mentor leads single sex groups which focus on specific areas, e.g. menstruation or friendship skills.
- As far as possible the teaching available in the school should be complementary to and supportive of the role of parents/carers.
- The policy acknowledges that children with learning difficulties need more individual help than others in coping with the physical, social and emotional aspects of growing up. We support this by, for example, creating bespoke resources.
- The policy acknowledges the rights of parents/carers to withdraw their child from all or part of the sex education programme offered [DfES publication 0706/2001]
- The Human Biology elements of the National Curriculum for Science are mandatory for all pupils of both primary and secondary age. This covers anatomy, puberty and the biological aspects of sexual reproduction.
- Some pupils may require an Intimate Care Plan and this will be created in accordance with our Intimate Care Plan policy.
- RSE has links with our P.S.H.E and Citizenship, S.M.S.C. and Safeguarding policies.

Parents' Right of Withdrawal

After discussion with the relevant Assistant Head Teacher, (and reference to the Head teacher) parents have the right to withdraw their children from any or all parts of the school's programme of RSE that go beyond the statutory requirements of the National Curriculum in science. The school will notify parents and guardians before such teaching.

Working with Parents and Carers

Parents and carers are key figures in helping their children to cope with the emotional and physical aspects of growing up, and also in preparing them for the challenges and responsibilities which sexual maturity brings. We consider that our teaching of RSE aids and supports the role of parents and carers. Parents are invited to offer their views about its content and presentation, and are encouraged to review our teaching materials.