



'Innovative Education - Transforming Lives'

Relationship and Sex Education policy (RSE)

Sheep Dip Lane Academy

Approved by: F Parish

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Curriculum Intent

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Aims

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

- Provide a secure, sensitive and caring framework in which sensitive learning and discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- Foster self-worth and awareness, together with a sense of moral responsibility
- Help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- Ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school’s policy on equal opportunities

Sheep Dip Lane Primary School exists to provide the focus for our children to develop to their full potential, as individuals and as members of the school and wider community, in a secure, caring and happy environment. Children, parents, staff and governors work in partnership for the benefit of all.

As a school, we seek continually to enrich the lives of those entrusted to our care through a broad and balanced curriculum, designed to meet the needs of each child, enabling them to acquire the skills, attitudes and values

necessary for life. By regular review, we evaluate progress and develop strategies on the basis of sound educational practice and moral values.

Relationship and Sex Education (RSE) is an integral part of our personal, social and health education programme, an area which is considered important throughout our school.

We believe that RSE is an ongoing process, which should start in the home and continue at our school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

The school's programme of RSE will be embedded within the academy's PSHE curriculum and will help children to respect themselves and others. The programme is tailored to the age and physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Rationale

We have based our schools RSE policy on the DFEE guidance document 'Sex and Relationship Education Guidance' (ref DFEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and education development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education 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 sex education as a means of promoting any form of sexual orientation. It is also about the teaching of sex, sexuality and sexual health.

Objectives

RSE teaching will be delivered via two areas of the curriculum. Through national curriculum Science/PSHE where:

- ✓ Sex education at the school will be developmental and age appropriate.
- ✓ Pupils will be taught about the nature of the human body and how it grows and changes.
- ✓ Sex education will be taught within the context of relationships and family life.

At Key Stage 1:

- Children should know that humans develop at different rates.
- Animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of bodies of the humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise the similarities between themselves and others and treat others with sensitivity.

At Key Stage 2:

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle.

Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At **Sheep Dip Lane Primary School** we teach SRE as set out in this policy.

Policy development

This policy has been developed in consultation with governors and staff. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Delivery of RSE

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education PSHE curriculum, we also teach some sex education through other subject areas (for example science).

Teachers inform children about puberty and how a baby is born. For this aspect of the schools teaching, we follow that guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed 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.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We inform all parents and carers when the children in Years 5 and 6 will be doing SRE education lessons. All are also welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the academy uses in its teaching.

Pupils also receive stand-alone sex education sessions delivered by trained RSE / health professionals.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their children to participate in. The school always complies with the wishes of parents in this regard, however many aspects of the lesson are part of the Science curriculum which is statutory and PSHE/SRE is soon to become statutory.

The Role of other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse, give us valuable support with our sex education programme.

Confidentiality

Discussion will be encouraged at all times.

Ground rules for discussion excluding personal questioning of staff or pupils will be established.

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Difficult or explicit questions do not have to be answered directly. Teachers/professionals will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals (see also Child Protection Policy).

Equal Opportunities

Pupils will have the opportunity to participate in RSE. However, parents have the right to withdraw their children from some of the curriculum after discussion with the Headteacher and if the school is notified in writing.

Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Pupils There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

All staff members are aware of child protection procedures (see policy).

Roles and responsibilities

Governors

Governors will approve the RSE policy, and hold the Headteacher to account for its implementation.

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 components of RSE (see section 7).

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 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.

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Staff Support and Development

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and, if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

Monitoring arrangements

The delivery of RSE is monitored by Mrs. A Parkhurst (Deputy Head Teacher and Staff Governor) through lesson drop-ins, learning walks and bookwork scrutiny.

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

This policy will be reviewed by Mrs. A Parkhurst annually. At every review, the policy will be approved and ratified by governors.

This policy was adopted October 2020

To be reviewed September 2021

Signed:  Head teacher

Signed:  Co-Chair of Governors