

Forty Hill CE School

Relationships and Sex Education Policy



Rationale

Forty Hill CE School aims to provide a programme of relationships and sex education (RSE) in line with the Personal Social Health Education (PSHE) and Philosophy for Children (P4C) schemes of work. RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people; it should begin informally in the home with parents and carers long before any formal education at school supports the child's learning.

This policy provides information on how we provide Relationships and Sex Education as part of our curriculum, in addition to the statutory Science National Curriculum topics. The policy is written with guidance from the London Diocesan Board for Schools (LDBS) and is in line with the Children's Act (2004) and the Education Act (2006).

Aims and Objectives

The purpose of Relationships and Sex Education at Forty Hill is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places sex education firmly in the context of relationships as a whole and seeks to develop it as such.

Our aims in providing RSE to all pupils at Forty Hill CE School are for children:

- To understand about the range of relationships, including the importance of family
- To develop confidence in talking, listening and thinking about feelings and relationships
- To attempt to deal with questions in a sensitive, open, frank and matter of fact way
- To be able to name parts of the body and describe how their bodies work
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To be prepared for puberty
- To be aware of cultural and religious diversity
- To be aware of a range of family structures and relationships

RSE at Forty Hill will reflect a Christian concept for the family and associated relationships. It will be taught alongside our school Christian values and will demonstrate and encourage respect for self and others, responsibility for one's own actions and for family, friends, school and the wider community including the belief of keeping a sustainable environment.

Equal Opportunities

Equality of opportunity is concerned with upholding the basic right of every individual to be treated and valued equally. We recognise that society for all age groups contains inequalities and that it is important to eradicate false beliefs and discriminatory practices which create negative feelings, cause frustration and limit individual potential.

We count on the support of pupils, parents, staff, governors and the wider community in forming a policy which ensures that all people are valued and treated fairly in the multi-cultural society that Britain has always been. For further information, please read our Equalities and Diversity Policy, which can be found on our school website.

Roles and Responsibilities

The **Governing Body** will:

- Decide whether RSE should be in the school curriculum and, if so, what it should consist of and how it should be organised
- Seek the advice of the headteacher on this policy, keep it up to date, and make it available to parents
- Ensure that RSE is provided in a way that encourages pupils to consider morals and the importance of family values and relationships

The **headteacher** will ensure that:

- The Governing Body is advised about the nature and organisation of Relationships and Sex Education and how it reflects the aims and values of the school
- RSE is provided in a way that encourages pupils to consider morals and the importance of family values and relationships
- Pupils are protected from inappropriate teaching materials and teaching is monitored to ensure teachers maintain their professional responsibilities
- A scheme of work is agreed and implemented
- Parents are informed about the programme for RSE

Staff who teach Relationships and Sex Education are expected to:

- Establish ground rules within the classroom
- Provide RSE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- Participate in school training to provide RSE in line with this policy
- Use professional judgement when answering questions. Staff are not expected to answer personal questions or questions that may make them uncomfortable
- Ensure that personal beliefs and attitudes will not influence their teaching of RSE

Pupils will:

- Be able to ask questions anonymously
- Treat all questions/questioners with respect
- Avoid asking teachers personal questions about their own views

Involvement of Other Professionals

From time to time the school may invite input from other professionals in the delivery of RSE, e.g. school nurse. Where this happens, the visitor will have access to this policy and act in accordance with it.

Procedures for Pupil Withdrawal from RSE

Parents will have the opportunity to see the programme of study and will be encouraged to speak to the class teacher should they have any concerns about the content and delivery of RSE. A pupil cannot be withdrawn from RSE where this is taught in the Science National Curriculum. Hence children who are withdrawn from PSHE lessons will still receive biological information but this will not be taught in the context of relationships. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that RSE could arise naturally from class discussion. Children whose parents/carers exact their right to withdraw them from RSE will be temporarily transferred to an alternative class. Requests for withdrawal must be in writing to the class teacher and headteacher.

Confidentiality

Confidentiality will be respected. However, any disclosure that raises concerns for the safety and well-being of individuals will be managed according to the Child Protection Policy, and discussed on a 'need to know' basis only.

Teaching of Relationships and Sex Education

At Forty Hill, we teach RSE to all of the children in the school through different aspects of the curriculum. Whilst we carry out the main RSE teaching in our Personal, Social and Health Education (PSHE) curriculum through an agreed RSE syllabus (see below), we also teach some RSE through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

- **PSHE:** In PSHE we teach children about relationships, and we encourage children to discuss issues.
- **Science:** We teach the programmes of study set out in the national curriculum in delivering our science lessons including: Living Things and their Habitats; Animals including Humans; Evolution and Inheritance. We also teach about the parts of the body and how these work.
- **PE:** Personal hygiene, healthy lifestyles and fitness form some of the RSE curriculum covered in PE.

Our Scheme of Work – The Christopher Winter Project

The Governing Body at Forty Hill have agreed that the school staff will use the Christopher Winter Project as its scheme of work for delivering specific RSE to our children. The scheme of work covers RSE from Reception to Year 6 with clear progression from year to year to ensure that our children receive age appropriate but necessary information to prepare them for the next stages of their lives.

In KS1, the emphasis is on talking, listening and thinking about feelings and relationships. Areas discussed include caring relationships within families and friendships and what makes the children feel happy and content. Personal hygiene, growing up and differences are also covered. By the end of KS1, pupils are taught the names of the main body parts and they gain a simple understanding of how some work.

In KS2, the areas that have been addressed in KS1 are discussed in greater depth to increase the pupils' knowledge and understanding. Puberty is covered as part of changes and reproduction. In Year 6, the children are told about the physical and emotional changes associated with puberty and the conception, development and birth of a baby. Above all, the importance of good relationships is reaffirmed in each year group.

The scheme of work is taught via a series of video clips and resources to enable the children to engage in the learning. Each year group will have a series of three lessons. After each lesson, time is allowed for discussion, questions and answers. Informal discussions between the teacher and individual pupils often follow these lessons.

Staff are trained to deliver the scheme of work and the materials contained within the syllabus fit within our ethos and vision as a school. Parents are notified in advance when the RSE units are to be taught and invited to look at the resources if they wish. An overview of the scheme of work for each year group can be found below. For more information on the Christopher Winter Project, please contact the school office - who will direct you to the relevant member of staff - or visit their website <http://cwpresources.co.uk/home/>

Accepted by the Governing Body: June 2019

Review Date: June 2021

Appendix 1 Relationships and Sex Education Scheme of Work – The Christopher Winter Project

Year Group and Topic Title	Learning Objectives	Units of Work
Reception Our Lives	<ul style="list-style-type: none"> To consider the routines and patterns of a typical day To understand why hygiene is important To recognise that all families are different 	Lesson 1 – Our Day Lesson 2 – Keeping ourselves Clean Lesson 3 – Families
Year 1 Growing and Caring for Ourselves	<ul style="list-style-type: none"> To understand some basic hygiene principles To introduce the concept of growing and changing To explore different types of families and who to ask for help 	Lesson 1 – Keeping Clean Lesson 2 – Growing and Changing Lesson 3 – Families and Care
Year 2 Differences	<ul style="list-style-type: none"> To introduce the concept of male and female and gender stereotypes To identify differences between males and females To focus on sexual difference and name body parts To explore some of the differences between males and females and to understand how this is part of the lifecycle 	Lesson 1 – Differences: Boys and Girls Lesson 2 – Differences: Male and Female Lesson 3 – Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	<ul style="list-style-type: none"> To explore the differences between males and females and to name the body parts To consider touch and to know that a person has the right to say what they like and dislike To explore different types of families and who to go to for help and support 	Lesson 1 – Differences: Male and Female Lesson 2 – Personal Space Lesson 3 – Family Differences
Year 4 Growing Up	<ul style="list-style-type: none"> To explore the human lifecycle To explore how puberty is linked to reproduction To identify some basic facts about puberty 	Lesson 1 – Growing and Changing Lesson 2 – What is Puberty? Lesson 3 – Puberty Changes and Reproduction
Year 5 Puberty	<ul style="list-style-type: none"> To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty 	Lesson 1 – Talking about Puberty Lesson 2 – Male and Female Changes Lesson 3 – Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	<ul style="list-style-type: none"> To consider puberty and reproduction To consider physical & emotional behaviour in relationships To explore the process of conception and pregnancy To explore positive and negative ways of communicating in a relationship 	Lesson 1 – Puberty and Reproduction Lesson 2 – Understanding Relationships Lesson 3 – Conception and Pregnancy Lesson 4 – Communication in Relationships