

Ruislip Gardens Primary School

Relationships and Sex Education
(RSE) Policy



Ruislip Gardens Primary School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

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 sex education 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;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The Role of Parents:

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. Many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers.

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils have always access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering the law in relation to forced-marriage, female genital mutilation and abortion. It should also cover the concept of, and legislation relating to, equality.

Confidentiality:

Teachers conduct sex education lessons in a sensitive manner. 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 talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher. Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

The interaction between PSHE education and other subjects:

While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition to the RSE covered in PSHE education, for example, there is also work in the science national curriculum that covers basic human biology and is still statutory in maintained schools. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

It is also very important to make links with the ICT/Computing curriculum. As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Content

(See RSE scheme of works for further detail)

Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting. Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction

- About the main stages of the human life cycle

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

In RSE we teach the children:

- The importance of family life, moral questions and relationship issues;
- The physical development of their bodies as they grow into adults and how humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters, including possible abuse.

In RSE teachers need to:

- Be open and honest in answering questions, as they are in other subjects;
- Answer pupil's questions factually in terms which are age appropriate;
- Provide materials that are age appropriate and matched to the children's level of understanding.

Teaching Strategies

- Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;
- The programme will be taught through a range of teaching methods, including poems, posters, stories, etc.;
- We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example "No one (teacher or pupil) will have to answer a personal or embarrassing question. Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.
- It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions and will use an "Ask It Basket" system in each class. Children can ask questions by writing questions and posting them in the box. This gives the teacher time to prepare for what the children want to know about mostly.
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In some cases this may result in talking to the parents of the child;
- If a teacher is concerned about sexual abuse, they should follow the school's safeguarding procedures.

Visiting speakers

Any visiting speakers to the school should be familiar with the Governor's Policy on Sex and Relationships Education. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

The role of the Headteacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Curriculum Committee of the Governing Board monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full Governing Board, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

This RSE policy should be read in conjunction with the:

- PSHE and Citizenship policy
- Safeguarding policy
- Inclusion policy
- Drugs Education Policy
- Behaviour Policy
- Anti-Bullying policy

Ruislip Gardens Primary School PSHE Curriculum Overview



	Autumn 1 Value: Responsibility	Autumn 2 Value: Resilience	Spring 1 Value: Respect	Spring 2 Value: Reflection	Summer 1 Value: Responsibility and Resilience	Summer 2 Value: Respect and Reflection
Year 1	Me and my Relationships	Valuing differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Good friends Our special people balloons How are you listening?	Same or different Unkind, tease or bully? Harold's school rules Who are our special people It's not fair!	Healthy me Super sleep Who can help? Harold loses Geoffrey What could Harold do? Good or bad touches	Harold's wash and brush up Around and about the school Taking care of someone Harold's money How should we look after our money Basic first aid	I can eat a rainbow Eat well Catch it, bin it, kill it Harold learns to ride his bike Pass on the praise Harold has a bad day	Inside my wonderful body Take care of a baby Then and now Who can help? Surprises and secrets Keeping privates private
Year 2	Me and my Relationships	Valuing differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Harold's picnic How safe would you feel? What should Harold say I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special	You can do it! My day Harold's postcard- helping us to keep clean and healthy Harold's bathroom My body needs What does my body do?	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid

	Let's all be happy			Harold goes camping		
Year 3	Me and my Relationships	Valuing differences	Keeping Myself Safe	Me and my Relationships	Valuing differences	Keeping Myself Safe
	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thanks Friends are special	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The risk robot Alcohol and cigarettes: the facts Super searcher None of your business Raisin challenge Help or harm?	Our helpful volunteers Helping others to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Derek cooks dinner (healthy eating) Poorly Harold For or against? I am fantastic Getting on with your nerves Body team work Top talents	Relationship tree Body space Secret or surprise? My changing body Basic first Aid
Year 4	Me and my Relationships	Valuing differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	An email from Harold Ok or not ok? (part1) Ok or not ok (part2) Human machine Different feelings When feelings change Under pressure	Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Danger risk or hazard? Picture wise How dare you? Medicines check the label Know the norms Keeping ourselves safe Raisin challenge	Who helps us stay healthy? It's your right How do we make a difference? In the news Safety in numbers Logo quiz Harold's expenses Why pay taxes?	What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community Basic first aid	Moving house My feelings are all over the place All change Period positive Secret or surprise Together
Year 5	Me and my Relationships	Valuing differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Collaboration challenge Give and take How good a friend are you? Relationship cake recipe Being assertive	Qualities of friendship Kind conversations Happy being me The land of the red people Is it true?	Thinking about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemma Play, like, share Drugs: true or false?	What's the story Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely	Getting fit It all adds up Different skills My school community (2) Independence and responsibility Star qualities	How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings

	Our emotional needs communication	It could happen to anyone	Smoking: what is normal? Would you risk it?	Lens us a fiver! Local councils	Basic first aid	Growing up and changing bodies It could happen to anyone Help! I'm a teenager get me out of here Dear Ash Stop Start stereotypes
Year 6	Me and my Relationships	Valuing differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Working together Let's negotiate Solve the Friendship problem Assertiveness skills (behave yourself 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle	Ok to be different We have more in common than not Respecting differences Tolerance and Respect for others Advertising friendships Boys will be boys- gender stereotypes	Think before your click Traffic lights To share or not to share Rat park What sort of drug is? Drugs: it's the law Alcohol: what is normal? Joe's story part 1 Joe's story part 2	Two sides to every story Fakebook Friends What's it worth Jobs and taxes Action Stations Project Pitch -parts 1&2 Happy Shoppers Democracy in Britain 1- elections Democracy in Britain 2- How (most) laws are made	Five ways to wellbeing project This will be your life Our recommendations What's the risk? (1) What's the risk? (2) Basic First aid	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			