

**Relationship and Sex Education (RSE) Policy**

MAYFLOWER COMMUNITY ACADMY PLYMOUTH POLICIES

# Mayflower Community Academy Plymouth – October 2019

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## VERSION CONTROL SHEET

**POLICY NAME:** Relationship and Sex Education (RSE) Policy

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Document date	Filename	Mtg submitted	Summary of changes required
July 2013		July PSG	New policy
Oct 2019		Nov LGB	Reviewed and Updated

**Date for policy review:**  
November 2020

### **Rationale**

Relationship and sex education should be firmly rooted in the framework for PSHE and therefore this policy does not stand alone. A caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs. In planning and presenting an RSE programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the RSE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupil's self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others. At primary school level this ensures that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of their body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

RSE at Mayflower Community Academy supports the development of pupils towards the following three outcomes:

1. **Being healthy:** Enjoying good physical and mental health and living a healthy lifestyle.
2. **Staying safe:** Being protected from harm and neglect.
3. **Enjoying and achieving:** Getting the most out of life and developing the skills for adulthood.

### **What is relationship and sex education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

1. **Attitudes and values**
  - learning the importance of values and individual conscience and moral considerations;

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- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.
2. Personal and social skills
- learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.
3. Knowledge and understanding
- learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - learning about contraception and the range of local and national sexual health advice, contraception and support services;
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
  - the avoidance of unplanned pregnancy.

### Objectives for RSE

- To generate an atmosphere where all questions can be asked and answered openly without embarrassment, and trust and confidentiality are ensured
- To enable pupils to develop knowledge, communication skills and understanding to help their personal decision making
- To enable pupils to understand the impact of external factors, such as the media, Internet and peer groups, and still make decisions independently.
- To enable pupils to form positive, non-exploitative relationships
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- To enable pupils to understand the process of human reproduction
- To emphasise the role and value of stable, loving relationships
- To enable pupils to know what is and what is not legal in matters relating to sexual activity.
- To inform pupils of where they can go for further information and advice

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### **Content of the RSE programme**

Currently Sex Education is taught formally to Year 6 pupils by the Class teacher during the Summer Term. Whole class mixed sex lessons will be taught plus separate sex sessions (run by a male and female teacher). Our Sex Education input is based around the BBC Sex Education services. Designated staff members to talk to Year 6 children. From Year R-6 pupils cover the objectives for RSE as outlined in the Science and PSHE curriculum. The PSHE curriculum covers 'Growing and Changing/Sex Education' and runs from Year 1-Year 6. The scheme is age appropriate and also now covers making relationships.

### **Approximate percentage time allocation**

The programme is delivered partly through separate timetabled time, through weekly circle times, through specific opportunities in existing curricular subjects or through visits, the use of visitors and other special events in the school. As such we need to be flexible about the amount of time allocated to this subject.

### **Planning**

We base our teaching and planning on the National Curriculum Programme of Study and Attainment targets for Science and PSHE.

### **Monitoring/Assessment**

There are no statutory assessment requirements, but Ofsted (2002) recommends that schools be much more thorough in monitoring and evaluating SRE provision and use a range of evidence. Regular evaluation of the RSE programme by the children, their parents/carers and the staff involved is vital. This will help to iron out any problems, identify training needs and keep the programme relevant to the needs of the children. Some ideas for effective monitoring are:

- Short questionnaires for parents/carers to return. This may also stimulate discussion between children and parents at home.
- Teachers evaluate and reflect on their delivery of the programme.
- Asking a group of children a range of questions to find out what new information they have. Comparing responses at the beginning and end of topics, using quizzes, questionnaires, role play, diaries, mind mapping techniques or anonymous comment boxes.

Schools are required to keep records on all aspects of pupils' development and annual school reports should include a section on PSHE and Citizenship.

The subject coordinator will be responsible for monitoring RSE provision across the school.

### **Inclusion and Equal Opportunities**

We are committed to providing a broad and balanced curriculum for every child, irrespective of their gender, ability, special educational needs, gender or race. This may need the teacher to plan and work in a differentiated way to meet the individual needs of each pupil. Alternative activities, groupings, support or outcomes will be recorded on planning formats.

### **Parents' right to withdraw their children**

Parents have the right to withdraw their children from all or part of the relationship and sex education programme, except for those parts included in the statutory National Curriculum. The DfE can provide schools with a standard pack of information for parents who withdraw their children.

### **Record Keeping**

Class teachers are responsible for keeping a record of when and how RSE has been delivered. They are required to complete a simple format listing a brief outline of all PSHE and Citizenship activities, including RSE. Annotations will be kept on all PSHE planning.

### **Resources**

General Science resources for Life Processes are held in the Red block. The Year 6 class teacher holds the BBC Active Sex and Relationship Education resource.

At present we have no other specific RSE resources, but this is under review.

The School Nurse provides her own resources when teaching Y6 in the Summer Term.

### **Organisation of learning**

It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Teachers and other staff may need to overcome their own anxieties and embarrassments to do this effectively. Some teachers will need training and support, perhaps by team teaching or by inviting visitors from outside agencies. There are a number of teaching strategies which can help in the delivery of a successful RSE programme, including:

- **Establishing ground rules with children** – these could be worked out with each class, in relation to general circle time rules, e.g. no one (teacher or pupil) will have to answer a personal question; no one will be forced to take part in a discussion; only the correct names for body parts will be used; and meanings of words will be discussed in a sensible and factual way.
- **Using 'distancing' techniques** – Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. Games, role-play, fiction, puppets, case studies, appropriate videos and visits can all help pupils discuss sensitive issues and develop their decision making skills in a safe environment. Children may want to write down questions and place them in an anonymous question box, to be answered later by the teacher.
- **Knowing how to deal with unexpected questions or comments from pupils** – Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances of unexpected questions, but teachers will need support and training so that they are prepared for this eventuality. For example, if a pupil needs further support, they can be referred to an appropriate person, e.g. the school nurse or counsellor. If a teacher doesn't know the answer to a question they should acknowledge this, and suggest they research the question (individually or together) later. If a question is too explicit,

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feels too old for a pupil, 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. To maintain trust and respect, the teacher must remember to talk with the pupil later. If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

- **Using discussion and active learning methods** – group work and circle time are particularly effective. The teacher needs to implement various discussion techniques, possibly based on case studies and develop ongoing project work with resource material. Children may devise their own story situations, then discuss different endings and solutions to dilemmas. Teachers may also want to provide some factual information in written form that the children can keep for future reference.
- **Encouraging reflection** - This is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can encourage pupils to reflect on their learning by asking a range of open and closed questions, e.g. What did you learn from others, especially those who had a different experience or belief to your own? What else do you think you need to think or learn about?

Each theme will start from the children's standpoint; the teacher's approach will be modified by the children's own experiences, taking into account their age, developmental stage, backgrounds and particular social pressures. We will allow time to talk, time to listen and time to hear and appreciate the feelings and opinions of others.

### **National Curriculum Requirements**

See Appendix 1 for specific National Curriculum requirements for Science at Key Stages 1 and 2, and recommended guidelines based on the PSHE and Citizenship framework.

### **Community links**

The RSE Guidance highlights the importance of working with parents, carers and the wider community. Their involvement in practice and policy development will:

- Improve confidence in school based RSE and help them understand the importance of RSE in children's and young people's personal and social development.
- Ensure effective home, school and community links so that parents and carers can reinforce learning within the home/care and community settings.
- Enhance the RSE programme by contributing to the curriculum by, e.g. talking about having a baby or caring for a baby, about doing particular jobs, etc.