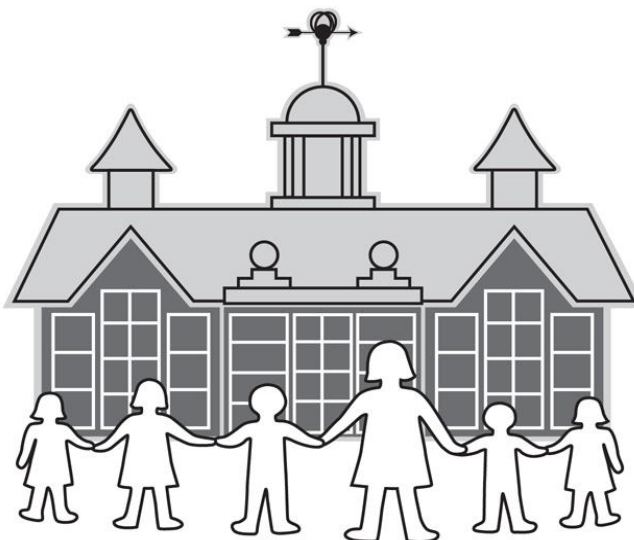


North Ealing Primary School



RSE Policy

| | |
|--|------------|
| Member of Staff responsible for this policy: Miss Hossami & Miss Newman | |
| Committee with oversight for this policy – Curriculum & Standards | |
| Policy to be approved by the Curriculum & Standards Committee | |
| Policy last reviewed by the Curriculum & Standards Committee | 20/06/2018 |
| Policy last ratified and adopted by Full Governing Body | N/A |
| Policy / Document due for review | June 2020 |

1. Rationale

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. (PSHE Association)

Relationships and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

Ofsted (2014) states that in OUTSTANDING SCHOOL:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

In judging overall effectiveness, Ofsted will also require evidence of pupil's social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Moral and Values Framework

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences and feedback of those who represent the various religious and philosophical groups within the local community. The Relationships and Sex Education Policy will be complimentary with the Religious Education Policy of our school. The SRE policy works in tandem with both North Ealing's Learning Values and British values.

2. How our policy was formulated

The school has recently achieved the Rights Respecting School Award issued by UNICEF in recognition for championing the Rights of the Child as outlined in the Convention on the Rights of the Child In 1989. The school has gained the ROC level and is working towards attaining the Silver accreditation by Summer 2018. The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation.

- The curriculum committee is formed by the governors, teachers and the School Council.
- In the process of formulating this policy, we worked with a local school, used Ealing Council guidance and it is supplemented by feedback from parents, children and the local community.
- The policies are linked through the use of SEAL. SRE is an essential part of the PSHE and must be taught within that framework to help and support pupils through their physical, emotional and moral development.
- At North Ealing Primary School we have a wide range of religious beliefs and cultural diversity. The school wishes to promote a holistic understanding of the issues involved in SRE and PSHE underpinned by our own school Learning Values. The school has recently achieved the Rights Respecting School Award from UNICEF.

The safeguarding Governor links with PSHE/Healthy Schools/RSE related issues. They were signposted to 'Relationships and Sex education: support for school governors' factsheet http://www.ncb.org.uk/media/183641/RSE_and_school_governors.pdf

3. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

Objectives are for primary school pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty.
- Know what is and what is not acceptable in a relationship and can ask for help and support.

Teaching staff in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues
- Regular CPD when issues arise

4. Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

North Ealing Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

5. Delivery of RSE

Content of RSE in the curriculum

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.

The programme is explicit, comprehensive and coherent and the statutory elements of Relationships and Sex education (RSE) are fully met”.

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in **Appendix 1**.

North Ealing Primary School uses the Ealing PSHE/SEAL/Citizenship Scheme of Work which incorporates RSE. The Christopher Winter Project is used to deliver video and interactive resources to the children.

The content of the weekly lesson was decided upon after the consultation process, which involved pupils, parents/carers, staff, governors and the school health adviser using the OFSTED Sex & Relationship Guidance (2002) as a basis for discussion. A more detailed scheme of work is available on both EGFL and Central Resources.

Organisation of RSE

RSE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship. RSE is also delivered in UNICEF steering group meetings as the rights of children and people are discussed. RSE underpins all aspects of school life, for

example dealing with individual concerns and cases including PREVENT strategy guidance.

Curriculum content:

In EYFS, KS1 and KS2 RSE will focus on developing positive relationships, friendships, anti bullying and self esteem.

In EYFS, children will be taught:

- Children learn about the concept of male and female and the concept of young animals.
- They develop skills to form friendships and think about relationships with others.
- Children play cooperatively, taking turns.
- They take account of one another's ideas.
- They show sensitivity to other's needs and feelings.
- They form positive relationships with adults and other children.

In addition, the National Curriculum 2014 for Science in KS1 requires pupils to be taught to:

- Identify, name, draw and label the basic parts of the human body including genitals and say which part of the body is associated with each sense (Yr1)
- Notice that animals, including humans have offspring that grow into adults. (Yr2)
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene (Yr2)

In North Ealing we teach a developmental RSE programme from Year 3. The programme supports KS2 science which is statutory and sets it in a wider framework of human relationships.

The National Curriculum for Science 3 (2014) for KS2 requires pupils to be taught to:

- Describe the changes as humans develop to old age
- Draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

For further information refer to Appendix 1

RSE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups by the classroom teacher.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- By external agencies helping us to deliver RSE in our school include:

The School Health Advisor.

Visitors Policy:

- Visitors are invited to the school because of a particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it
- All visitors receive the safeguarding advice for visitors and volunteers booklet
- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning

Resources:

- Resources have been chosen after consulting with different schools in the area and through the Ealing recommended scheme of work for PSHE.
- Staffs have been asked for feedback on any SRE schemes and resources they have used in the past.
- The variety of resources is varied and accessible to children. There is a range of literature, videos/DVDs, audio and kinaesthetic resources.
- The resources used to facilitate the SRE information has been made available to staff and parents before the lesson have been taught.

6. Assessment & Evaluation of Learning and Teaching

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice”

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the RSE – (was it early enough?)
- Peer assessment

- Self assessment
- Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

7. Specific Issues within RSE

Confidentiality and Child Protection (Appendix 3)

Teachers need to be aware that effective implementation of the RSE policy will bring an understanding of what is and not acceptable in society and relationships. This, in turn may lead to a disclosure of a child protection issue. If a member of the school's staff suspects that a child is a victim of abuse, or they have reason to believe that a child is at risk of abuse, he/she must report their concerns immediately to the designated child protection officer (Michael Belsito) who will explain the school policy and procedures and refer to the Ealing guidelines for protection.

If a member of staff is approached by a primary age pupil who is sexually active or contemplating sexual activity, the matter will be viewed as a child protection issue.

Staff will also be referred to the:

The school's Child Protection Policy.

DfE's 2018 document on 'Keeping children safe in education' - statutory guidance for schools and colleges

Partnership with Parents:

We recognise that parents/carers are key figures in helping children to cope with the emotional and physical aspects of growing up and in preparing them for the responsibilities and challenges which sexual maturity brings. We recognise the importance of supporting parents and working in partnership. The school views parents as partners in the delivery of RSE.

Parents will be informed about the Relationships and Sex Education programme at the start of the each term (where applicable), as part of information provided on what their children will be learning.

The school will liaise with parents through:

- RSE information meeting
- Newsletter
- School website
- Letter (Appendices 4 and 5)

The school encourages parents to voice their concerns about RSE with their child's teacher and will be invited to view materials at a RSE information meeting.

Parents wishing for further support with talking to their child about RSE issues can contact the school.

This policy will be available on the school website for parents.

Parents are asked to look at the following websites for guidance (North Ealing Primary School accepts no responsibility for the content of external sites):

Sex Education Forum's 'Talk to your child about relationships & sex: support for parents' factsheet 31(2003):
<http://www.ncb.org.uk/media/183635/talk-to-your-children.pdf>

The PSHE Association's resources for parents:
http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

Sex Education Forum (Parents and SRE):
http://www.ncb.org.uk/media/333401/parents_sre.pdf

Child Withdrawal Procedure

Relationships and Sex Education will be taught in all year groups. If a parent/guardian feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the head teacher or PSHE coordinator.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

Please see **Appendix 4 and 5** for templates of letters to be issued to parents.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

Answering Difficult Questions/ Dealing with sensitive issues

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

"Teachers are confident and skilled in discussing sensitive and/or controversial issues".

Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class (DfES RSE Guidance, 2000).

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual

teachers must use their skill and discretion in this area and refer to the Child Protection Lead (Mr Belsito) if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their RSE

Parents must be made aware that questions in class may not be the most suitable platform for such a discussion and therefore may be directed to be answered at home.

Preparation for puberty:

- Children in Lower KS 2 will be taught that their bodies will change and the importance of hygiene.

Support for boys & girls:

- Children (where the topic is deemed appropriate) will be taught in same gender classes.

SEN

Planning will take full account of the range of pupils' educational needs and teachers will make provision to maximise access and ensure inclusion in accordance with the school Special Needs policy.

Provision for pupils who are looked after:

- The school work in partnership with carers and other professionals e.g. social workers, SAFE and Place to Be.
- Pupils will be referred to specialist support if deemed applicable.

Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/ extremism

At the heart of effective, age appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch, consent and risk minimisation, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014

'Relationships and Sex for the 21st Century; Supplementary Advice to the Relationships and Sex Guidance DfE' (SEF/ Brook)

Dissemination

The Headteacher will:

- Disseminate a copy of the RSE policy to all staff members, governors committee members
- Provide regular training to staff on the policy content
- Ensure that there are copies of the RSE policy are available from the school website for parents to access on request

The PSHE/RSE co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years.

Signatures:

.....
Headteacher

.....
Governor

.....
PSHE/HS Coordinator

Provision of RSE at North Ealing Primary

Please find below the outline of areas covered by the suggested Scheme of Work for Ealing:

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Science)
- To understand some basic hygiene principles (PSHE)
- To introduce the concept of growing and changing (PSHE)
- To explore different types of families and who to ask for help (PSHE)

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults (Science)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Science)
- To introduce the concept of male and female and gender stereotypes (PSHE)
- To identify differences between males and females (PSHE)
- To explore some of the differences between males and females and to understand how this is part of the lifecycle (PSHE)
- To focus on sexual difference and name body parts (PSHE)

Key Stage 2 (age 7-11 years)

Year 3 pupils should be taught to:

- Recognise the difference between males and females including body parts (Science)
- Understand the importance of personal space (Science)
- To explore the differences between males and females and to name the body parts (PSHE)
- 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 (PSHE)

Year 4 pupils should be taught to:

- Understand the human life cycle and how the body changes (Science)
- Understand some basic facts about puberty, reproduction and pregnancy (PSHE)
- To explore the human life cycle (PSHE)
- To identify some basic facts about puberty, reproduction and pregnancy (PSHE)
- To learn about the physical changes during puberty (PSHE)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals (Science)

- Describe the changes as humans develop to old age (Science)
- To explore the emotional and physical changes occurring in Puberty (PSHE)
- To understand male and female puberty changes in more detail (PSHE)
- To explore the impact of puberty on the body and the importance of physical hygiene (PSHE)
- To explore ways to get support during puberty (PSHE)

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Science)
- Consider reproduction in the context of relationships (Science)
- To consider puberty and reproduction (PSHE)
- To consider reproduction in the context of relationships (PSHE)
- To explore the process of conception and pregnancy (PSHE)

The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate.

Taken from the National Science Curriculum from 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMAR_Y_national_curriculum_-_Science.pdf

**APPENDIX 2:
Relationships and Sex (RSE) Staff Questionnaire**

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Please complete this questionnaire as honestly as you can. Your honesty will really help me to assess how you are doing as a school and identify the areas that may need development. It will also help us target our support more efficiently.

You don't need to write your name on the forms, so the answers will be anonymous.

Thank you.

→ Please circle/ highlight the answer that best answers the question. Some questions will require a written answer.

| | | | | |
|--|-----------------------|---------------------------|----------------------------|------------------------|
| How often do you teach planned RSE lessons? | Once a week | Once every two weeks | 1-2 times a term | Rarely |
| How often do you carry out 'spontaneous' RSE to respond to issues that arise in the class or school environment? | Once a week | Once every two weeks | 1-2 times a term | Rarely |
| If you are not teaching much RSE, what causes this? | Lack of time to plan? | Lack of time to teach it? | Unsure of how to teach it? | Other (please specify) |
| How important do you think it is to teach RSE? | Very | Quite | Not very | Not at all |
| Do you feel confident teaching RSE? | Very | Quite | Not very | Not at all |
| Have you noticed a positive impact on children's behaviour and learning as a result of RSE lessons? | A lot | Some | Not much | Not at all |
| What subjects and topics have you taught in the last term that had a link to RSE? (please specify) | | | | |
| What do you view to be the main benefits of teaching RSE to the young people across the school? | | | | |
| What areas of RSE have you become more confident in during the last year? | | | | |
| What areas of RSE would you like more support with? | | | | |
| Any other comments/ questions: | | | | |

APPENDIX 3:



CONFIDENTIALITY

Information for All Key Stages

What is Confidentiality and why is it Important?

As part of the accreditation process for gaining Healthy Schools Status, all schools are required to have a Confidentiality Policy. But what does this involve for schools in Ealing?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue?

PSHE Education
Relationships and Sex Education
One to one discussions with pupils
Disclosures by pupils
School advice and support services
Visiting health professionals
Policy development

Therefore it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first

about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional is able to offer absolute confidentiality. However there are many situations a pupil may find themselves in where child protection is not a concern and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the schools code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within schools health and Relationships and Sex education programmes.

Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RSE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)
NSPCC, Someone to turn to, 2004

APPENDIX 4:
Letter for PARENTS

Dear Parent/Carer

Re: Sessions on

As part of the school's Health Education programme, and in line with London Borough of Ealing's recommended scheme of work for Personal, Social and Health Economic (PSHE) Education, your child is soon to/ will this term receive Relationships and Sex education (RSE) lessons.

Nowadays, there is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc... which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what students should be taught and share with you the RSE policy and resources. We would therefore like to invite you to a workshop after school regarding the RSE content on A crèche will be provided in

We would be grateful if you could please let us know if you will be attending.

If you have any questions, please feel free to contact The Headteacher, Child Protection Officer or the PSHE Coordinator.

Yours faithfully

APPENDIX 5:
Letter for PARENTS who have withdrawn children

Letterhead needed

Dear parent/carer,

Your child was withdrawn from the Year (?) curriculum at your request on (date).

As a result, the following Learning Objectives were missed:

- 1.
- 2.
- 3.

Please ensure that you provide this learning from your children at home.

Many thanks