



Cabot
Learning
Federation



Haywood
Village Academy
**Relationships & Sex
Education Policy**

Academy Name: Haywood Village Academy

Implementation Date: April 2018

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
12.4.18	Whole Document	No changes.	Full review



High aspirations - Valuing learning – Achievement for all

Relationships & Sex Education (RSE) Policy

1. Rationale

- 1.1 Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding 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.” (DFE July 2000)

2. Supportive institutional beliefs & evidence

- 2.1 Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. Primary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum.
- 2.2 Our children learn about sex and relationships from a young age. Some of the things they find out can be incorrect, confusing and frightening for them. In a world where sex is used to sell things from food to fast cars, and celebrities' lives have become everyone's business on freely available outlooks such as social media websites, we have a responsibility to talk to our children to help them make sense of it all.
- 2.3 As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective RSE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.
- 2.4 Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with them. The school's RSE programme will complement their role and support them in the education of their child regarding sex and relationships.
- 2.5 The 2013 National Curriculum states that statutory sex education must be taught in science programmes of study at Key Stages 1 to 3. Further to this, the Secretary of State's guidance on RSE (DfEE, 2000) is that:
- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
 - Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)
- 2.6 RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We have a responsibility for safeguarding and a legal duty to promote pupil well-being.

2.7 Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday, especially during the transition from primary to secondary schools, is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

3. **Equalities**

3.1 The Equality Act 2010 covers the way the RSE curriculum is delivered. Schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

4. **Aims**

4.1 There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

4.2 At Haywood Village Academy we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Therefore, our teaching aims to prepare pupils for the next stage in their lives, rather than educating them after the event has happened.

4.3 These objectives are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relation to others.

5. **Teaching content/Programme**

5.1 The RSE programme will be delivered through a variety of different approaches, in class and/or single sex groups, as appropriate in older year groups. These may include: class based lessons, group discussion/circle time, drama/role-play, videos, CD-Rom, internet based programmes, outside agency involvement e.g. school nurse.

5.2 Teaching staff will offer general information and guidance to pupils using accepted language agreed by the school prior to the teaching of RSE. Wherever possible teachers will use correct scientific/biological terms for all body parts explaining, if necessary, their relationship to euphemisms more familiar to the individual concerned. It is therefore vital that the language used is clear, agreed by all staff and is non-offensive.

5.3 Children will have the opportunity to raise any issues or ask any questions they may have. All questions will be answered honestly, sensitively and factually whilst making judgements such as: whether to answer immediately or at a later time; whether to answer in a whole class situation or individually; at what depth to frame the answer taking into account the age and maturity of the individual; whether to refer the question to parents or senior leaders if it is a child protection concern.

6 Roles and responsibilities

6.1 The teacher responsible for coordinating RSE at Haywood Village Academy is Miss Botting. Their role and responsibility includes: leading staff meetings to ensure all staff feel well supported in the delivery of every aspect of RSE, monitoring and evaluating the teaching of RSE at HVA and communicating with parents about RSE. Class teachers are responsible for the effective delivery of RSE to their individual year group.

7. RSE in Jigsaw

7.1 Jigsaw is a resource the school uses to support the teaching and learning of personal, health, social and emotion education. RSE is taught during the 'Changing Me' topic in Term 6 of the Jigsaw resource. The following table illustrates specifically what is taught in each year group:

Year	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
R	My body Respecting my body Growing up	Understand that everyone is special and unique Express how they feel when change happens Understand the changes in friendships/relationships as they grow up in themselves and others.
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.

4	Piece 2 Having Baby	A	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p>
	Piece 3 Girls and Puberty		<p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
5	Piece 2 Puberty for Girls		<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p>
	Piece 3 Puberty for Boys and Girls		<p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>
	Piece 4 Conception		<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby.</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways.</p>
6	Piece 2 Puberty		<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>
	Piece 3 Girl Talk/Boy Talk		<p>Ask the questions I need answered about changes during puberty.</p> <p>Reflect on how I feel about asking the questions and about the answers I receive.</p>
	Piece 4 Babies – Conception to Birth		<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p>
	Piece 5 Attraction		<p>Understand how being physically attracted to someone changes the nature of the relationship.</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>

8. Withdrawal from RSE lessons

- 8.1 The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation, schools should enable parents to exercise their right to withdraw their children from any school RSE taught outside the Science National Curriculum (Education Act 1996). Therefore, Parents/carers will have the right to withdraw their children from all or part of the RSE education provided; except for those parts which are included in the statutory Science National Curriculum. The school will operate an 'opt-out' policy whereby all children will be involved in RSE education, unless specified by the parent/carer. Those who wish to exercise the right to withdraw their child are invited in to see the RSE lead who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Alternative educational provision will be provided in school for these children during RSE sessions.
- 8.2 Parents also have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Therefore the RSE policy will be published on the school website and copies freely available upon request.
- 8.3 Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

9. Child protection/Confidentiality

- 9.1 Teachers need to be aware that effective RSE education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- 9.2 Confidentiality will be respected, though not unconditionally, should pupil's questions or responses give staff cause for concern the Principal will be informed. Pupils will be reassured that if confidentiality has to be broken they will be informed and supported as appropriate. (Refer to Safeguarding Policy for procedures).

10. Summary

- A designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate.
- Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the RSE Programme will be available to parents upon request.
- Parents may withdraw their children from all or part of the school's RSE Programme if they wish.
- The RSE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- Every child is entitled to receive RSE.
- It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

11. Policy Review

- 11.1 This policy must be reviewed by May 2020.

12. Appendices

12.1 The following resources may be used to support RSE:

- Healthy Schools: <http://www.healthyschools.org.uk/>
- NSPCC <https://www.nspcc.org.uk/>
- PHSE Association <https://www.pshe-association.org.uk/>
- BBC Sex Education
http://www.bbc.co.uk/schools/parents/sex_education_support/