



Greentrees Primary School

Relationships and Sex Education (RSE) Policy

Policy date and due date for review

This policy was updated in September 2017 and will be scrutinised by the governors' Learning and Teaching subcommittee in September 2017. It will be sent for FGB approval in October 2017. It will be reviewed annually thereafter.

School Details

Greentrees Primary School opened in September 2002 and serves the Bishopdown Farm and Hampton and Riverdown Park area on the edge of the city of Salisbury. The school is inclusive, with children of all abilities from Reception to Year 6 (4-11). There are currently 420 pupils on roll in fourteen classes. Children at the school are predominantly white British with around 13.2% from other ethnic backgrounds. Where a religion is stated, most children are Christian.

Key roles and responsibilities

We believe that the delivery of effective Personal, Social, Health, Emotional, Economic and Citizenship (PSHEE/C) education is the joint responsibility of all members of our school community i.e. all staff and parents and the pupils themselves.

It is the responsibility of the headteacher to ensure that staff and parents are informed about this RSE policy, and that the policy is implemented effectively. The governing body has the responsibility of setting down these general guidelines on relationships and sex education. The governors will support the headteacher in following these guidelines. Governors will inform and consult with parents about the relationships and sex education policy. Governors will also liaise with the local authority and health organisations so that the school's policy is in line with the best advice available. This is done through working with the school PSHEE/C Co-ordinator who attends local authority training and network meetings regularly.

At present the PSHEE/C Co-ordinator is Miss Bath. The Governor responsible for PSHEE/C including Drug and Relationships and Sex Education is Anne-Kristine Arbon. All class teachers are responsible for the teaching of RSE to their class.

Aims

RSE will contribute to PSHEE/C by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop their self esteem and sense of responsibility
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty
- Develop an understanding of conception and childbirth

Background

The Relationship and Sex Education Guidance published in 2000 emphasises the need for effective RSE which is rooted firmly within the PSHEE/C Frameworks and is supported by the National Healthy Schools Standard (NHSS).

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.

The RSE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of RSE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children
- Young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.

The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils. Sex education in the National Science curriculum covers anatomy, puberty and biological aspects of sexual reproduction. RSE provided in the PSHEE/C curriculum is complementary to and distinct from the Science curriculum. However, in accordance with our Learning and Teaching policy, meaningful links are made wherever possible to improve learning opportunities.

The following policy has been agreed by staff, parents /carers and governors

Moral and Values Framework

The objective of RSE is to help and support young people in their physical, emotional and moral development. RSE will promote the spiritual, moral cultural mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms.

Organisation of RSE

The PSHEE/C Co-ordinator, Miss Bath, is responsible for the day to day management of RSE in the school.

All class teachers are responsible for teaching RSE to their own class although, support will be given if any teacher feels unable or unwilling to undertake this. The resource materials we use are comprehensive and supportive. If a teacher determines that they need additional training through the Continuing Professional Development process, then this will be provided through either “in – house” training led by the PSHEE Co-ordinator, or by attendance at local authority training, if necessary.

In accordance with our Learning and Teaching policy, RSE will be delivered using a variety of teaching strategies. Different learning styles will be considered. Classes are generally organised in single age mixed sex groups, with the exception of some single sex teaching in Years 5 and 6 at the teacher’s discretion.

Resources

Our main resource is the Jigsaw Scheme of work. In addition, we use the Channel 4 “Living and Growing” videos.

These resources have been chosen because we believe that they

- conform to the legal requirements for RSE
- are appealing and age appropriate
- are appropriate in terms of language, images, attitude, maturity and understanding
- avoid racism, sexism, gender and homophobic stereotyping
- encourage active and participatory learning methods

Content

The Scheme of Work is available on the school server.

A teacher vocabulary list is included in appendix 1

Confidentiality and Child Protection Procedures

Teachers may become aware of sensitive information regarding some pupils. All staff need to be aware of the rules of confidentiality and reporting. Please refer to the School’s Confidentiality and Child Protection policies.

Child Withdrawal Procedures

Parents have the right to withdraw their children from part or all of RSE provided **outside** National Curriculum Science. Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the schools RSE policy and Scheme of Work.
2. Ask for an appointment with the class teacher and headteacher to discuss the withdrawal of the child from RSE.
3. Following this meeting, put in a written request stating which part of the programme they wish the child to be excluded from.

Using Outside Visitors

RSE in our school is sometimes supported by the School Nurse.

We use visitors to support our planned teacher lead programme of education, in line with national and local guidance. We are careful to negotiate the use of visitors in line with the protocol for using visitors in Wiltshire Schools so that their contribution fits our needs and they are clear how their input fits into our planned programme. The class teacher is always present when visitors are

working with our pupils. The only exception to this at present is when the School nurse initially discusses body changes with the Year 5/6 girls.

Dissemination, Monitoring and Evaluation

A copy of this policy is available on the School website. Monitoring will take place by the PSHEE/C Co-ordinator in accordance with the School MER cycle. The Learning and Teaching Governor's sub- committee will review the policy annually in September.

Programme Review

The RSE programme will be monitored and reviewed annually. The PSHEE/C Co-ordinator will discuss with teachers and the Pupil focus group (School Council) and undertake Scrutiny of work as part of on-going subject evaluation. The RSE Link Governor will meet with the Subject Leader prior to reviewing the policy.

Signed:

Date:

This policy will be reviewed in September 2018