

Compassion – Courage – Hope – Integrity – Justice
Respect – Responsibility - Wisdom



Herne Bay Junior School

Sex Relationships Education Policy

Policy Agreed: Sept 2017

Review Date: Sept 2018

DEFINING 'RELATIONSHIP AND SEX EDUCATION'

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.”

Effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those parts of RSE, which are statutory parts of the National Curriculum Science. We will ensure that pupils are offered a balanced programme.

Legal requirements:

All maintained primary and secondary schools must teach the 'SRE' elements of the National Curriculum Science.

In the primary phase 'SRE' is currently optional in KS1/KS2 with some statutory elements in EYFS.

Parents have the right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the NCS.

All maintained primary schools must have an up to date policy for SRE, even if the policy is not to provide such a programme.

When providing SRE, all schools must have regard for the Sex and Relationship Education Guidance 2006.

RATIONALE AND AIMS

Following the guidance of the DFE, relationships and sex education will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

Our schools are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that relationship and sex education is an integral part of this education.

Furthermore our aims are, that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is characterised by a whole person, whole school, and developmental approach.

OBJECTIVES

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;

- joy in the goodness of the world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, learning to recognise the appropriate stages in the development of relationships
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

OUTCOMES

Inclusion and differentiated learning:

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequence of discrimination, teasing, bullying, and aggressive behaviours (including cyber-bullying), and use of prejudice-based language and how to respond and ask for help.

Equality:

Governing bodies have wider responsibilities under the Equalities Act 2010 and will ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maturity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

BROAD CONTENT OF RSE:

Three aspects of RSE-attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways:

The whole school/ethos dimension

Cross curricula dimension

Specific relationships and sex curriculum

Teaching the programme will be:

Progressive and developmental

Differentiated

Cross-curricular

Integrated

Co-ordinated

balanced

Teaching strategies will include:

Establishing ground rules

Distancing techniques- depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Values clarification- technique that can often help an individual increase awareness of any values that may have a bearing on lifestyle decisions and actions. This technique can provide an opportunity for a person to reflect on personal moral dilemmas and allow for values to be analysed and clarified. This process may be helpful for self-improvement, increased well-being, and interactions with others.

Discussion

Project learning

Reflection

Experiential

Active

Brainstorming

Film/video/internet

Group work

Role-play

Visual aids

BALANCED CURRICULUM

We will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and therefore is not incompatible within a Christian school. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the co-ordinators of RE, PSHE and Science. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. School will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

They will be able to view the resources used by the school in the RSE programme. Parents have the right to withdraw their children from RSE except in those elements that are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

External Visitors

Schools may wish to call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors:

- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies

- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE/Science.

Head teacher:

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Local Education Authority, and appropriate agencies.

RE/PSHE/Science Co-ordinators:

The co-ordinators with the head teacher have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the member of staff with responsibility for child protection).

All Staff:

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the policy of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

MONITORING AND EVALUATION

The Science/RE/PSHE Co-ordinators will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated and work assessed alongside the current science assessment.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework and National Curriculum Science lessons. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE/RE/Science classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

CONTROVERSIAL OR SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of illegal activity or other doubtful, dubious or harmful activity.

The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes of others.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.