



Relationships and Sex Education (RSE) Policy

Ofsted (2014) states that in OUTSTANDING SCHOOLS:

“Pupils, appropriate to their age and capability, have an excellent understanding or 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.

1. Rationale:

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

RSE 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.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm

Article 2: Every child has the right to be treated equally and with respect

Aspects of RSE are taught as an integral part of the school's PSHE provision. 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 RSE Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The Policy will complement the Religious Education Policy of our school.

2. How our policy was formulated:

This policy was drawn up in consultation with governors, staff, parents and pupils. A working party representing all stakeholders reviewed our old policy and drew up an action plan to ensure that implementation was carefully and sensitively thought out. The healthy Schools adviser at the Local Authority provided materials and support.

The governing body has signposted to the following factsheet:

http://www.ncb.org.uk/media/183641/RSE_and_school_governors.pdf

3. Aims and objectives:

The aim of this policy is to enable the effective implementation, planning, delivery and assessment of RSE by supporting pupils at Havelock 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 before transition to high school.

By supporting staff at Havelock to be confident in:

- planning, delivering and assessing RSE
- answering parents' questions and dealing with sensitive issues

4. Equal opportunities:

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 develop their 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) or English as an additional language (EAL) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through 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.

At Havelock every class has a PSHE lesson once a week. We use Ealing's PSHE Scheme of Work which incorporates HR for years 5 and 6. This is available on our website. We ensure that cross curricular links are made where possible i.e. through ICT (e-safety), RE and Science.

The content of the RSE lessons in years 5 and 6 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.

Organisation and delivery of RSE:

RSE is not delivered in isolation but firmly embedded in other curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE).

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE’.

At Havelock:

- All class teachers deliver the PSHE, although RSE is not introduced until years 5 and 6 .
- The school draws upon the support of the healthy schools adviser at the LA for CPD and advice on lesson delivery.
- In years 5, 6 the PSHE Subject Leader supports staff in the delivery of RSE
- All year 5, 6 class teachers will receive training to deliver RSE
- The staff HR questionnaire has given us evidence of the confidence and training needs of staff (Appendix 2)

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. To support teachers and signpost them to appropriate resources, they will be signposted to training and RSE INSET offered by the Ealing Health Improvement Team. A list of tricky questions is included on our PSHE Scheme of Work.

RSE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- By external agencies supporting us to deliver RSE in our school e.g. The School Health Advisor.

RSE Visitors Policy:

- Visitors are invited to the school because of a particular expertise or contribution they are able to make to RSE;
- All visitors are familiar with and understand the school's RSE policy and work within it
- 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.
- The school will continue to liaise with the local secondary schools to ensure that the programme for RSE is continuous at KS3.

Resources:

Materials used reflect the consultation with parents/carers and the school. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers.

These are identified on our PSHE Scheme of Work on our website.

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”

PSHE is monitored by the Subject Leader on a termly basis through book and planning scrutiny.

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

7. Confidentiality and Child Protection

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help.

In forming this policy we use the Ealing Healthy Schools Confidentiality Policy (see appendix 3) This is to ensure that:

- ground rules are made clear in lessons
- pupils and parents/carers are aware of the schools' confidentiality policy and how it works in practice

- pupils know that their best interests will be maintained
- pupils are encouraged to talk to their parents/carers and given support to do so
- pupils know that teachers cannot offer unconditional confidentiality
- pupils are reassured if confidentiality has to be broken, they will be informed first and then supported appropriately
- child protection procedures are followed if there is any possibility of abuse and support is put in place

With respect to child abuse and protection procedures, staff will follow the school's child protection policy. The Child Protection officer will be contacted immediately and the school's Child Protection Policy will be used to inform next steps.

Staff will also be referred to the:

- HM Government's 2006 document on 'What to do if you're worried a child is being abused':

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>

- DfE's 2014 document on 'Keeping children safe in education'- statutory guidance for schools and colleges

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

8. Partnership with Parents:

The school views parents as partners in the delivery of RSE.

Parents will be informed about the RSE education programme at the start of the Year 5, 6 academic year, as part of information provided on what their children will be learning.

The school will liaise with parents through:

- HR workshops
- Newsletters
- School website
- Letter (Appendix 4)

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

Parents needing further support talking to their child about RSE issues can contact the school.

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

Useful information for parents:

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

Child Withdrawal Procedure:

RSE Education is to 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.

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.

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 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

Preparation for puberty:

- Lessons on puberty take place in years 5, 6.

Support for boys & girls:

- The school will teach certain topics e.g. menstruation in same gender classes

SEN:

- We meet the needs of children with special educational needs, physical disabilities and learning difficulties by offering additional support or support in smaller groups. This is done in close partnership with parents and carers, SENCo and outside agencies as appropriate.

Provision for pupils who are looked after (CLA):

- the school works in partnership with carers and other professionals e.g. social workers to support the needs of CLA.

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

At the heart of effective, age appropriate HR 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 DfEE' (SEF/ Brook)

Dissemination:

We will ensure that:

- a copy of the RSE policy is disseminated to all staff members, governors
- regular training is provided to staff on the policy content
- there are copies of the RSE policy available from the school office (and the school website) for parents to access on request

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

Signatures:

.....
Headteacher

.....
Governor

Date:

Adopted	March 2017
To be reviewed	March 2018

APPENDIX 1: Statutory Provision of RSE under Science Curriculum
--

Key Stage 1 (age 5-7years)

*Until September 2014- Pupils should be taught:

- 1 b) that animals, including humans, move, feed, grow, use their senses and reproduce
- 2 a) to recognise and compare the main external parts of the bodies of humans;
- f) that humans and animals can produce offspring and these grow into adults;
- 4 a) to recognise similarities and differences between themselves and others and treat others with sensitivity

* From September 2014-

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

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

*Until September 2014- Pupils should be taught:

- 1 a) that the life process common to humans and other animals include nutrition, growth and reproduction
- 2 f) about the main stages of the human life cycle

*From September 2014-

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

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

'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. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'.

Taken from the National Science Curriculum from 2014

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

APPENDIX 2: Healthy Relationships (RSE) Staff Questionnaire
--

Healthy Relationships 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

<p>APPENDIX 4: Letter for PARENTS with children in year 5, 6</p>
--

Dear Parent/Carer,

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 will soon receive Relationships and Sexual 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/coffee morning on HR on

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 me.

Yours faithfully

Mrs Rees- Headteacher