

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

What is relationships and sex education?

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 values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. (sex education forum 2010)

Rationale

Ofsted guidance produced in 2002 conceded that "...the UK has the highest teenage birth rate in Western Europe" and this has not changed. In addition, teenage conception rate data shows that Avonmouth ward has consistently been among the 5 highest wards in Bristol and among the highest 20% in England (most recent figures analysed in 2008)

The Sex Education Forum 2010 has analysed much research data and concluded that "RSE helps children and young people to understand themselves and others and to be prepared for the physical and emotional changes of puberty and adolescence. Young people will be more prepared to take responsibility for and enjoy sexual and emotional relationships free from exploitation."

Domestic violence was identified as a key priority at the Avonmouth and Kingweston Neighbourhood Partnership Joint Open Workshop in November 2010. We believe that RSE is a key part of reducing domestic violence.

Aims

These reflect the overall aims of the school and PSHEE in particular. These are for children to develop:

- **A respect for themselves and others.**
- **Emotional literacy (the ability to recognise and name their feelings).**
- **An understanding and respect of the similarities and differences between people, so they may go on to form effective and mutually fulfilling relationships.**
- **Knowledge, skills and understanding of issues relating to physical and mental health in order to go on to make informed choices.**
- **Confidence to speak out and share concerns within a safe environment.**
- **Knowledge and understanding at a rate that is developmentally appropriate, adopting the principle of the spiral curriculum.**
- **Healthy and unhealthy relationships**

Organisation

RSE is embedded within the schemes of work for PSHEE and citizenship, which is intended to be taught to mixed gender classes by the class teacher as part of a weekly, timetabled programme. We use Jigsaw scheme of work, supplemented by LIFELINES and Bristol Ideal scheme of work. RSE will usually have a more specific focus during the "Animals, including humans" and "living things and their habitats" topic. Explicit knowledge of the human reproductive cycle including the physical changes which take place during puberty is taught additionally within the science curriculum. Classes may be split by gender for the duration of these sessions at the discretion of the teaching staff.

Content

A brief overview of the 'Changing Me' scheme of work from Jigsaw scheme of work is included here. The content of RSE will reflect the age and development of the children. This will also be supported by a topic about 'relationships' and 'healthy me'.

Foundation stage (Nursery and Reception)

The children will be taught and begin to learn about:

- **Label parts of the body**
- **How we will change as we grow up**
- **Special events that happen in our lives**
- **Transition into KS1**

Key Stage One (years 1 and 2)

The children will be taught and begin or continue to learn about:

- **Life cycles of humans and animals**
- **Changes that have happened since being a baby**
- **Correct vocabulary for genitalia**
- **Dealing with changes/life events**
- **Growing from young to old**
- **Recognising the physical difference between boys and girls.**
- **Appropriate touch**
- **Transition into Y3.**

Key stage Two – lower (years 3 and 4)

The children will be taught and begin or continue to learn about:

- **The idea of conception and who has babies**
- **How a baby grows inside the uterus**
- **Distinguish puberty changes that happen to boys and girls**
- **Changes that happen inside our bodies**
- **The parts needed to create a baby (egg, testicles etc)**
- **Stereotypes and gender roles**
- **Characteristics from our families**
- **Internal and external body parts needed to make a baby**
- **How a girl's body changes to be able to make a baby**
- **Feelings associated with changes.**

Key stage two – upper (years 5 and 6)

The children will be taught or continue to learn about:

- **Positive and negative self-image and the impact on self-esteem**
- **Menstruation**
- **Boys and girls changes during puberty**
- **Sexual intercourse and conception**
- **Age of consent**
- **Physical and emotional changes during puberty (ran as a boy talk and girl talk session)**
- **Physical attraction and different types of relationships**
- **Transition to secondary school.**

Guidelines

Sensitive issues

Teachers will answer children's questions as they arise in a developmentally appropriate way. There is no legal barrier to teachers giving advice/information but it is also good practice to advise a child to seek advice from his/her parents. It is important that teachers remain open in their responses and do not only reflect their own opinions and values.

Working with parents and carers

Shirehampton primary school is committed to partnership and has developed this policy in consultation with parents and carers. Under the Education Act 1993, parents/carers may withdraw their child from sex education. This does NOT include the compulsory elements of sex education contained in the National Curriculum for Science. Parents/careers considering withdrawing their children are invited to consult with the headteacher to explore any possible concerns and to discuss the impact withdrawal may have on the child. Once a parent/carer has withdrawn their child s/he must not take part until the request for withdrawal has been removed.

Confidentiality

As a general rule, a child's confidentiality will be maintained by staff. 3 named members of staff are responsible for child protection issues (the Head, Deputy Head and Learning Mentor). If a child is considered to be at risk from sexual abuse following a disclosure by the child, staff are obliged to inform a child protection representative and explain this to the child concerned.

Liaison with secondary schools

The school has good established links with Oasis Academy Brightstowe and will ensure that the SRE received in primary school will be a sound basis on which to build in Key Stage 3 and beyond.

Monitoring, evaluation and review of the programme

The programme for RSE will be evaluated by the Teaching and Learning team responsible for PSHEE in consultation with class teachers.

Sarah Gardner, January 2017

APPENDIX 1

Common myths relating to SRE

MYTH There is no evidence that SRE works.

REALITY This is FALSE.

There is good international evidence that SRE, particularly when linked to contraceptive services, can have a positive impact on young people's knowledge and attitudes, delay sexual activity and/or reduce pregnancy rates (Kirby 2007).

MYTH SRE encourages early sexual experimentation.

REALITY This is FALSE.

There is no evidence to support the view that increased provision of SRE reduces the age of onset of sexual activity or increases the frequency of sex or the number of sexual partners (Kirby 2008). In fact, the evidence suggests that the opposite is true.

MYTH SRE will make children lose their innocence; they don't need this kind of information.

REALITY This is FALSE.

Children need good quality age appropriate SRE, not only to answer their questions, but also to provide balance to the range of often misleading and inappropriate messages about sex in the media and other sources. Good quality SRE provides children with factually correct information and helps them to challenge misinformation. Quality SRE is protective, especially to help younger children be safe.

MYTH The best sex education is telling young people not to have sex. Teaching them about contraception will just encourage them to have sex.

REALITY This is FALSE.

All parents and professionals want young people to wait until they are ready to have sex. This message forms the basis of all good quality comprehensive SRE programmes. There is good evidence to show that just telling young people not to have sex, without providing them with any information about contraception is not effective in changing behavior in the long term. Also, teaching young people about contraception does not contradict messages about delaying first sex (Kirby 2008).

NB We do not teach explicitly about contraception until Key Stage 3.

SOURCE Sex Education Forum 2010

APPENDIX 2

Below are a series of questions which may be asked by children during or following SRE lessons. Some standard responses are also provided for staff who may feel unsure how to answer in an age-appropriate way or feel “caught-on-the-hop”.

“HOW ARE BABIES MADE?”

Foundation/KS1 response:

To make a baby you need a mummy and a daddy. Babies grow inside their mummies. When it is time for the baby to be born, nurses and doctors usually help the baby to come out.

KS2 response:

e.g. We will be learning about this in our science and PSHEE lessons later on this year/next year. If you would like to know before we cover this subject in school, I suggest you ask your parents.

“HOW DOES THE MAN PUT THE SPERM INTO THE WOMAN?”

Foundation/Key stage 1 response:

This is something you will learn about when you are older. You don’t need to know about that yet.

Key Stage 2 response:

e.g. We will be learning about this in our science and PSHEE lessons later on this year/next year. If you would like to know before we cover this subject in school, I suggest you ask your parents.

“WHAT IS A BLOW JOB?”

“HOW DO GAY PEOPLE HAVE SEX?”

Foundation/Key Stage 1 response:

That is a strange question. Where did you hear about that? This is something you will learn about when you are older. You don’t need to know about that yet. (Inform child protection representative).

Key Stage 2 response:

Either use Key Stage 1 response

OR (depending on age, maturity, and SRE of the child)

This is something you will learn about when you are older. You don’t need to know about that yet.

“WHAT IS A CONDOM FOR?”

Foundation/Key Stage 1 response:

That is a strange question. Where did you hear about that? This is something you will learn about when you are older. You don't need to know about that yet. (Inform child protection representative).

Key Stage 2 response:

Either use Key Stage 1 response

OR (depending on age, maturity, and SRE of the child)

It is something grown ups use during sex if they don't want to have a baby yet. It can also help to protect your body against infections.

“HOW OLD SHOULD I BE BEFORE I HAVE SEX?”

Foundation/Key Stage 1 response:

That is a strange question. Where did you hear about that? This is something you will learn about when you are older. You don't need to know about that yet. (Inform child protection representative).

Key Stage 2 response:

Either use Key Stage 1 response

OR (depending on age, maturity, and SRE of the child)

The legal age is 16. It is against the law to have sex below that age. Most people choose to wait until they are older and in a stable relationship as it is important to consider your own and others' emotions.