



RSE policy – Himbleton CE First School and Nursery

Approved by:

Date:

Last reviewed on:

Next review due by:

Nurture, Nature, Knowledge

‘RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’. (Sex Education Forum 1999).

At Himbleton CE First School & Nursery, we aspire to help every child develop as a whole person and we believe that effective RSE can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables young people to respect others, make responsible and informed decisions about their health and wellbeing and also promotes the British values of tolerance.

Link with other policies

Other related policies and documents include: The SMSC Policy, Anti-Bullying Policy, Drug and Alcohol Education Policy, Child Protection and Safeguarding Policy and the Equalities Policy.

The Morals and Values Framework

Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education. The RSE programme at Himbleton CE First School & Nursery reflects the school ethos and demonstrates and encourages the following values:-

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Aims of Relationships and Sex Education

- Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Prepare pupils for puberty
- Give children an understanding of reproduction and sexual development
- Give children an understanding of the importance of health and hygiene
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

- Answer pupils' questions honestly and sensitively – referring the child to parents where appropriate
- Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support
- Help children to understand the consequences of their actions and behave responsibly within relationships

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Teaching and Learning including Delivery of the Curriculum

Many relationship aspects are covered through our values curriculum and PSHE programme which helps to equip children with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. Relationships and Sex Education may be taught discretely in Years 5 and 6 by the class teacher. However, some biological aspects are covered in Science, while PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Linked with R.E., children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Organisation

- RSE is normally delivered by the class teacher in mixed/single gender groups depending on the focus of the lesson.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- Resources to be used are:
 - Heartsmart;
- The range of material used is available to parents/carers at any time and an opportunity to discuss resource content is made available each year. The content covered by the Heartsmart programme and are available on the school website.

Evaluation and monitoring

The RSE curriculum and its delivery is monitored by the PSHE lead who will ensure that each year group is adhering to the RSE policy and that there is full coverage of all prescribed topics. Drop-ins and pupil voice will form part of the monitoring process. Elements of the sex education in the Science curriculum are assessed formally. Other elements of the RSE programme are assessed and evaluated using a variety of AFL (Assessment for Learning) activities.

Specific Issues within Sex Education

Withdrawal (as from September 2020)

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Leader (DSL) who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the DSL.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Answering Difficult Questions

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 arising from pupils' questions 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 DSL if they are concerned. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer. At Himbleton we believe that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Dissemination

The RSE policy is shared with all teaching staff and governors. Copies of the RSE policy are available from the school office on request from parents and the RSE policy is also available on the school website. The school welcomes feedback from parents and carers.