



# PRESTFELDE

## Relationship and Sex Education Policy

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Mr M Haswell

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### Introduction

We have based our school's sex education policy on the [DfE guidance 25<sup>th</sup> June 2019](#).

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialization, values and attitudes.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behavior, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

The Lichfield Diocesan Board of Education (Sex and Relationship Guidance: A Christian Perspective 2008) states that 'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development'. Our policy for Relationship and Sex Education is written in accordance with this philosophy.

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities etc. (amend and include

as appropriate: PSHE and Citizenship, Working with Visitors policy, Confidentiality policy, Ethnic Diversity Policy, School Discipline Policy, Statement of School Philosophy, Health and Safety Policy.)

This policy has been reviewed and updated in consultation with teaching and support staff and approved by Governors. It will be reviewed every year.

### **Whole School Approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a board and balanced curriculum, educating the whole child and adhering to 'Keeping Children Safe in Education', our Safeguarding policy and the Equalities Act 2010.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

The use of sexualized language, swear and slang terms, including homophobic language will be addressed with pupils and if appropriate with parents/cares in accordance with our equality and diversity policy.

### **Organisation**

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible other member of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.

We use Shropshire Respect Yourself Programme: Eat Better, Move More, and RSE for KS1 & 2 programme. This teaches children to understand and respect themselves and their bodies as part of healthy lifestyle approach and keep themselves safe. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 and 7 uses the Shropshire RSE Transition Programme; Year 8 has a focus on risk taking and managing peer pressure.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how this work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the

national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth

### Aims

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalize on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules (see appendix.). We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and psychological risks associated with certain behavior, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

At Prestfelde we offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

### Objectives

- To give accurate and objective information and dispel some of the hotchpotch of mixed messages which children may have received from a variety of sources from pre-school onwards? This information will be presented in the context of family life, of loving relationships and respect for others as well as their own bodies.
- To capitalize on the fascination that primary school children have for wanting to study themselves, their own pattern of growth and development and reassure them that such changes are normal.
- To work with parents to provide a well-balanced viewpoint on all aspects of RSE for children so that their social, emotional and physical health is safeguarded.
- Foster a culture of acceptance and openness where questions and discussion can take place without embarrassment.
- Develop skills in personal relationships e.g. communication, assertiveness, decision-making, and build and develop self-esteem by helping children to understand their responsibilities, rights, opportunities and choices.
- Help children to understand the value of family life, understand the need for the proper care of all young things.

- Ensure children are able to understand the information that they acquire and provided them with contexts where they are able to consider and evaluate the information they receive. Especially counteract myths and misinformation.
- And challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Help children develop the confidence to seek help, support and advice.

### **Moral and Values Framework**

The relationship and sex education programme reflect the ethos of Prestfelde as a Woodard school and encourages the following values:

- Respect for self and others
- Respect for difference e.g. cultural, religious
- Responsibility for own actions
- Regard for family life, friends and the wider community
- The rights of the individual
- Equality

### **Home/School Partnership**

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family, friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering relationship and sex education.

We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

The classroom is an open environment. It is not possible to predict questions or issues that arise. "Distancing" techniques such as case histories, scenarios and 'create a character, will be used to enable pupils to discuss realistic scenarios and real-life concerns without giving personal information.

Pupils will be encouraged to ask questions and involve their parents in discussions. A pupils' confidentiality will be maintained however unless there is any indication of harm or danger to themselves or others in which case safeguarding /child protection procedures will be adopted.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

### **Right to Withdraw**

Following discussion with the school, parents can withdraw their child from the 'sex' elements of RSE. It is good practice for parents to meet with the Headteacher.

Parents do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.

There is no right of withdrawal from science which includes elements of sex education such as puberty and reproduction.

### **Role of Head Teacher**

It is the responsibility of the head to ensure that:

- Policy and practice are developed in accordance with good practice guidelines and recommendations
- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about policy
- Staff receive appropriate training and support

### **Complaints Procedure**

If parents have any cause for concern about the RSE Policy, they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the Complaints Policy. This policy has been reviewed and updated with teaching and support staff and approved by the school governors. It will be reviewed every year.

### **Monitoring and Review**

The Curriculum Committee of the governing body monitors our relationship and sex education policy on a regular basis. The Governors support the teacher's use of their professional judgement relating to the delivery of the relationship and sex education programme.

This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme and makes a record of all such comments.

Governors require the Head teacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

This policy has been reviewed and updated with teaching and support staff and approved by the school governors. It will be reviewed every year.

- Appendix 1 Overview of scheme of work
- Appendix 2 Example of class ground rules
- Appendix 3 Sample letter to parents

## Appendix 4 Governors statement

**Key website:**

[www.teachersnet.gov.uk/pshe](http://www.teachersnet.gov.uk/pshe)

[www.pshe-assoicaitaion.org](http://www.pshe-assoicaitaion.org)

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

## Relationship and Sex Education Overview of scheme of work

Shropshire Council									
Whole Resource Overview									
	EAT BETTER	MOVE MORE					RSE		
		Balance	Motor skills	Hand-eye coordination	Spatial awareness	Agility	Choices & Challenges	Changes	Care & Commitment
YEAR 1 & 2	L1 Identifying and sorting different foods L2 Food plate L3 Create a fruit salad L4 Plan a meal - going to a cafe	Improving balance and balance activities	Improving gross and fine motor skills and activities	Improving hand-eye coordination and activities	Improve spatial awareness and activities	Improve spatial awareness and activities	<b>KSI Activities</b> • Car wash touching • Caring for pets • People who care for us • Story time • Body outline	<b>YEAR 1 &amp; 2</b> L1 Amazing me L2 Same but different L3 Animals and their babies L4 I can do L5 Being safe	<b>YEAR 1 &amp; 2</b>  Hygiene
YEAR 3 & 4	L1 Sorting food L2 You are what you eat L3 Five-a-day and class charter L4 Looking after my teeth	Improving balance and balance activities	Improving gross and fine motor skills and activities	Improving hand-eye coordination and activities	Improve spatial awareness and activities	Improve spatial awareness and activities	<b>KS2 Activities</b> • Create a character  • Conscience alley	<b>YEAR 3</b> L1 Growing up L2 Changes L3 Fact & fiction  <b>YEAR 4</b> L1 Lifecycle L2 Keeping safe L3 Periods  <b>YEAR 5</b> L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & birth	<b>YEAR 3</b> Friendship  <b>YEAR 4 &amp; 5</b> L1 Healthy choice challenge  L2 What and who helps L3 Celebrating
YEAR 5 & 6	L1 Food groups L2 Importance of food and nutrients L3 Food plate and plan a meal L4 Plan a packed lunch	Improving balance and balance activities	Improving gross and fine motor skills and activities	Improving hand-eye coordination and activities	Improve spatial awareness and activities	Improve spatial awareness and activities	• Overheard conversations  Respect Yourself RSE Transition Programme Year 6 and 7		
	<b>Home/School partnership</b> Healthy lifestyle Leaflet for parents Family charter  <b>Whole school approach</b> Background reading Food cross-curriculum Healthy lunchbox	Assessment One-minute challenges Whole School approach					<b>Home/School partnership</b> Understanding parent concerns Sample letter to parents • Parents leaflet Guidance on running a parents' session  <b>Whole school approach</b> OFSTED recommendations Understanding staff concerns • Sample RSE policy Sample governors' statement • Training support		

### Shropshire Respect Yourself Relationship and Sex Education (SRE) Scheme of Work Module Outcomes and Lesson Overview - Y6 to 11

**Module Outcome:** Pupils develop capacity to explore & evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships

Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Pupils develop understanding and confidence about their body, how it works and changes during puberty	Pupils explore changing relationships, peer pressure and media stereotypes	Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour, sex and the law, myths and misinformation	Focus is on clarification of pupils' attitudes and awareness, the development of self-esteem and delay techniques. Knowledge and skills on contraception and STIs are introduced	Skill development, assertiveness, decision making and self-esteem combined with knowledge on rights and responsibilities in sexual and non sexual relationships	Exploration of attitudes values and peer pressure. Informed consent and rights and responsibilities in sexual and non sexual relationships
Valuing Ourselves	Changes Now	Talking about Relationships and Sex	Pressures – Changing Relationships	Problems and Dilemmas	What is Sexual Health?
Changes	Relationships	Puberty & Reproduction or Conception, Pregnancy	Boundaries – R U Ready	Lines to Take	Sexually Transmitted Infections
Puberty	Adolescence	Perfect Partner	Respect Yourself: Talking it Over	R U Ready	Parenthood
Knowing Our Bodies	What's love got to do with it?	Risk Taking: Alcohol	Keeping Safe: a) Contraception b) Condoms	Protecting Yourself and Others	Sexual Diversity
Review and Reflect	Risk and Images Review and Reflect	Risk Taking: Sexual Behaviour	Keeping Safe: Sexually Transmitted Infections	Condoms	Review and Reflect
		Review and Reflect	Review and Reflect	Parenting Review and Reflect	

## Appendix 2

### **Example of class ground rules for RSE lessons (Please also see guidance provided in the Shropshire Resepect Yourself RSE files)**

*We want to enjoy and learn from our relationship and sex education lessons, we want everyone to be able to contribute and participate. By discussing, making and following a group agreement we are helping ourselves and our friends feel comfortable, able to give their views and enjoy the lessons.*

- *There is no such thing as a silly question,*
- *We will respect each other's opinions and not make fun of each other.*
- *We can use the question box at any time to ask a question, either anonymously or we can put our name on it*
- *Teachers will not ask or answer personal questions*
- *We will learn the correct words fro body parts and functions. Words and their meaning will be explained in factual and straightforward way so we can understand and think about the words we use and understand their impact and effect.*
- *No one will be put on the spot, if we feel uncomfortable, we can tell the teacher of someone at school or at home*
- *We will not discuss the content of the course with younger children or younger brothers and sisters.*
- *What is said in the classroom remains in the classroom, its ok to talk about the story but not the person. Teachers will only talk to others to keep our friends and us safe.*
- *It's ok to have a giggle and a laugh but not to laugh at someone. Have fun*
- *We can create and add to the above*



**Appendix 3***Sample letter to send to parents*

Dear Parents and Carers

**Shropshire Respect Yourself:  
Eat Better, Move More, Relationship and Sex Education Programme**

As part of the statutory national curriculum aspects of relationship and sex education are taught to all pupils. This includes understanding growth, lifecycles and reproduction for animals/mammals and naming of body parts. We believe that this biological approach needs to be balanced with an emphasis on relationships, feelings, and values. We are particularly concerned to ensure our children know how to keep themselves safe and healthy and develop confidence and self-esteem to ensure they are not vulnerable or exploited in any way.

This year we are using new materials as part of personal and social health education. We are delivering the Shropshire Respect Yourself: Eat Better, Move More, Relationship and Sex Education programme. This programme has been nationally recognised, winning a national award in 2012 and being a finalist in 2015. It has received the quality kite mark from the Personal, Social Health Education Association (PSHE). It includes the transition programme for year 6 & 7 and a year 8 programme. This ensures continuity and age appropriate progression for all our pupils.

As part of our planning for the delivery of this programme we have ensured that there is consistency with our school's ethos and related policies, such as safeguarding, equalities and bullying.

The programme will be delivered by classroom teacher(s) There will be opportunities for the children to work in mixed and single gender groups and exercises will be adapted to take into account different levels of maturity and ability. We encourage pupils to ask questions, seek further information and complete activities at home. We see this work as a partnership between school and home.

Please come to an informal meeting with Alice Cruttwell, Public Health Curriculum Advisor for Shropshire, member of the PSHE (personal, social, health education) expert group to discuss the programme, and ask questions. There are a number of resources and books, which can be made available or recommended to help you discuss these important issues with your child.

Date

Time

**Appendix 4****Governor's Statement  
Relationship and Sex Education**

Governing bodies are required by the 1993 Education Act to prepare and keep up to date statements of policy on the content and organization of any sex education in their schools. They are required to take ensure the school delivers a broad and balanced curriculum as an entitlement for all pupils and adhere to section 36 of the statutory Department of Education guidance 'Keeping Children Safe in Education'. In making this statement Governors have taken account of the National Curriculum documents for science and guidance for PSHE and Citizenship.

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. In Prestfelde we therefore refer to this work as, relationship and sex education, (RSE) placing the emphasis on relationships

RSE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional literacy and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age appropriate way through the age ranges. We use the Shropshire Respect Yourself scheme of work and recommended resources. This is a national award-winning programme, which is cross phase, providing consistency of approach for our pupils.

The class teacher will deliver the lessons as part of the ordinary life of the class so that both boys and girls will have a clear understanding of and be in sympathy with the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate. Depending on availability the school nurse may offer question and answer sessions.

Parents are invited to comment on the Governors' policy and also to attend parents' meetings to preview resources and discuss the programme of work. The Head teacher and Governors are available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education additional to that required by the National Curriculum Science Order. The policy will be reviewed every two years Governors will seek the views of teachers, pupils and parents.