

Relationships and Sex Education (RSE) Policy

Our Lady of the Visitation Catholic Primary School



Approved by:	Maureen Gordon (Chair of Governors)	Date: June 2016
Last reviewed on:	June 2018	
Next review due by:	June 2020	

Staff Responsible: Tamika Wright and Sherelle Parillon

1. Rationale

The following policy refers to Relationships and Sex Education (RSE) at Our Lady of the Visitation Catholic Primary School. **We define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.**

The purpose of Relationships and Sex Education (RSE) in Our Lady of the Visitation Catholic School is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places RSE firmly in the context of relationships as a whole and seeks to develop it as such.

The purpose of RSE is to provide knowledge about the processes of growth and development and human reproduction, and understanding about being a boy and being a girl, including challenging stereotypes, as well as the importance of relationships. At the same time it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views.

Our teaching and information will reflect Christian values and principles and care will be taken when answering questions or discussing any points raised. We will ensure that we emphasise the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

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

Relationships and Sex Education 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.

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states an outstanding school:

"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".

The 2015 Ofsted framework states that in an outstanding school 'Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.'

The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. 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 Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships and Sex Education Policy will be complimentary with the Religious Education Policy of our school.

2. How our policy was formulated

Our Lady of the Visitation Catholic Primary School Relationships and Sex Education Policy
Statement of intent

Our Lady of the Visitation is a voluntary aided school. As a church school what and how we teach, what and how our pupils learn within and beyond the classroom are rooted in Christian values. Our Christian values are fundamental in the implementation of this policy.

Introduction

This policy was drafted in the light of the DfES document Sex and Relationship Guidance (DfES 2000), the Ealing LA guidance and procedures, Westminster Diocese guidance and procedures and in consultation with the children, staff, parents, and governors of Our Lady of the Visitation Catholic Primary School.

We have a governor that leads on PSHE/Healthy Schools/RSE related issues. They were signposted to 'Relationships and Sex education: support for school governors' factsheet http://www.sexeducationforum.org.uk/media/2564/sre_and_school_governors.pdf

Sherelle Parillon and Tamika Wright lead on PSHE/Healthy Schools/RSE related issues. They referred to SRE Guidance 2000 as well as SRE for 21st Century in reviewing this policy.

3. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

Objectives are for primary school pupils 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.
- Understand the basic changes that happen during puberty
- Understand how to keep their bodies healthy and clean
- Understand how to keep themselves and their bodies safe

Teaching staff in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from pupils

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. All staff are expected to give every pupil the chance to experience, participate and achieve the 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) are given extra support.

Our Lady of the Visitation Catholic Primary School believes that RSE should meet the needs of all pupils. The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

Preparation for puberty:

- Children will begin talking about puberty in Year 4 and this will progress up to Year 6.

Support for boys & girls:

- Within Year 5 and 6 lessons, classes will be split into same gender classes.

SEN

- Children with special educational needs will, where possible, have a 1:1 adult to assist them in their understanding.
- Where appropriate there is pre and post teaching on key vocabulary

5. Delivery of RSE: Content, curriculum, vocabulary

Content of RSE in the curriculum

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states:

“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.

The lesson within the PSHE Scheme cover a balance of knowledge, understanding, exploring values and attitudes. The physical biological changes are taught within the National compulsory Science Curriculum and the emotional changes, relationships, keeping safe are taught within the PSHE curriculum.

Organisation of RSE

RSE is not delivered in isolation. It is taught in subjects including Personal, Social, Health Education (PSHE), Computing and Science. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

Resources used are supplied by 'The Ealing Health Improvement Team' through their scheme. This has been adapted to reflect the values and teachings of the Catholic Church. There are a variety of resources used e.g. fiction, leaflets, videos/DVDs, puppets etc.

Year	Ealing Scheme of Work	CWP Resource
Reception	Not covered	<ul style="list-style-type: none"> - To consider the routines and patterns of a typical day - To understand why hygiene is important - To recognise that all families are different
1	Live long, live strong <ul style="list-style-type: none"> - Keeping clean - Growing and changing - Families and care - Looking after teeth - Staying healthy - Setting a simple /personal goal 	<ul style="list-style-type: none"> - To understand some basic hygiene principles - To introduce the concept of growing and changing - To explore different types of families and who to ask for help
2	Growing and changing <ul style="list-style-type: none"> - Differences boys and girls - Differences male and female - Naming body parts - Being unique - Making change happen - Changing our behaviour 	<ul style="list-style-type: none"> - To introduce the concept of male and female and gender stereotypes - To identify differences between males and females - To explore some of the differences between males and females and to understand how this is part of the lifecycle - To focus on sexual difference and name body parts
3	Live long, live strong <ul style="list-style-type: none"> - Differences male and female - Personal space - Family differences - Feeling happy - Staying healthy - Overcoming barriers to reaching goals 	<ul style="list-style-type: none"> - To explore the differences between males and females and to name the body parts - To consider touch and to know that a person has the right to say what they like and dislike - To explore different types of families and who to go to for help and support
4	Growing and changing <ul style="list-style-type: none"> - Growing and changing - Body changes and reproduction - RSE what is puberty? - Wishes hopes and dreams - Positive change - Unwelcome change 	<ul style="list-style-type: none"> - To explore the human lifecycle - To identify some basic facts about puberty - To explore how puberty is linked to reproduction
5	Live long, live strong	<ul style="list-style-type: none"> - To explore the emotional and

	<ul style="list-style-type: none"> - Talking about property - Male and female changes - RSE puberty and hygiene - The concept of wellbeing - Being an effective learner - Role models 	<p>physical changes occurring in puberty</p> <ul style="list-style-type: none"> - To understand male and female puberty changes in more detail - To explore the impact of puberty on the body and the importance of physical hygiene - To explore ways to get support during puberty
6	<p>Growing and changing</p> <ul style="list-style-type: none"> - Puberty and reproduction - Relationships and reproduction - Conception and pregnancy - Being a parent - Common responses to change - Transition and moving on 	<ul style="list-style-type: none"> - To consider puberty and reproduction - Consider physical & emotional behaviour in relationships - To explore the process of conception and pregnancy - To explore positive and negative ways of communicating in a relationship

Vocabulary covered (CWP)

Year group	Vocabulary
Reception	<ul style="list-style-type: none"> - Boy - Girl - Routine - Clean - Washing - Family - Differences
Year 1	<ul style="list-style-type: none"> - Clean - Hygiene - Boy - Girl - Penis - Vagina - Lifecycle - Family - Differences
Year 2	<ul style="list-style-type: none"> - Different - Similar - Teats - Udder - Penis - Vagina - Testicles - Nipples
Year 3	<ul style="list-style-type: none"> - Differences - Vagina - Womb - Penis - Testicles - Touch

	<ul style="list-style-type: none"> - Personal space - Family
Year 4	<ul style="list-style-type: none"> - Lifecycle - Body change - Puberty - Penis - Vagina - Testicles - Nipple - Womb - Pubic hair - Breasts - Sperm - Egg (ovum)
Year 5	<ul style="list-style-type: none"> - Puberty - Physical changes - Emotional changes - Penis - Vagina - Period/ menstruation - Nipples - Breasts - Pubic hair - Testicles - Erections - Wet dreams - Egg - Fallopian tube - Sperm - Hygiene
Year 6	<ul style="list-style-type: none"> - Reproduction - Puberty - Uterus - Penis - Vagina - Nipples - Breasts - Testicles - Relationship - Positive and negative relationship - Friendship - Touching - sexual touching - Sexual intercourse - Sperm - Egg - Fertilized - Personal information - Keeping safe - Communication - Menstruation - Wet dream - Pubic hair - Erection

- Pregnancy

6. Staff and external visitors

Who delivers RSE and how?

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states 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’.

RSE is delivered by class teachers in that year group. Sherelle Parillon and Tamika Wright will access CPD and/or INSET opportunities to assist staff involved in the delivery of RSE. Staff will be provided with RSE Questionnaires to complete to assess their level of confidence in delivering these lessons.

Visitors Policy

- Visitors are invited to the school because of a particular expertise or contribution they are able to make;
- 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.

7. Assessment & Evaluation of Learning and Teaching

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states 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 Leads will use the Health Related Behaviour Survey results to assess the impact of the scheme, pupil understanding and identify any areas of concern.

Assessment is done using various methods:

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

8. Specific Issues within RSE: Confidentiality, withdrawals, child protection, difficult questions

Confidentiality and Child Protection (Appendix 3)

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher / Designated Safeguarding Officer (DSO). The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

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/447595/KCSIE_July_2015.pdf
- Working together to safeguard children 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states 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 DSO 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

9. Partnership with Parents:

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

Parents will be informed about the Relationships and Sex education programme at the start of the term, as part of information provided on what their children will be learning.

The school will liaise with parents through (delete as appropriate):

- RSE 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 wishing for further support with talking to their child about RSE issues can contact the school.

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

[Parents will be signposted to:](#)

Sex Education Forum's 'Talk to your child about relationships & sex: support for parents' factsheet 31(2003):

<http://www.sexeducationforum.org.uk/media/6360/talk-to-your-children.pdf>

The PSHE Association's resources for parents:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/our-pshe-education-guidance-parents>

Child	Withdrawal	Procedure
-------	------------	-----------

Relationships and Sex 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 or PSHE coordinator. A child cannot be withdrawn from an RSE lesson without consultation with head teacher or PSHE coordinator. If after consultation with head teacher or PSHE coordinator the parent/guardian still wished their child to be withdrawn from the RSE lessons, parents must take copies of RSE lessons and discuss these with their children at home. There will be a follow up meeting after delivery of RSE lessons at home to discuss any matters arising.

Parents have the right to withdraw their children from RSE, but cannot withdraw their children from aspects of RSE taught within the National Science Curriculum. (See appendix 1) The national Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from Science lessons. PSHE lessons explain healthy relationships, keeping safe and emotional changes of puberty.

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.

Dissemination

Sherelle Parillon and Tamika Wright will:

- Disseminate a copy of the RSE policy to all staff members and governors
- Provide regular training to staff on the policy content
- Ensure that there are copies of the RSE policy are available from the school office (and the school website?) for parents to access on request

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

Signatures:

.....
Headteacher

.....
Governor

.....
PSHE Coordinator

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

Key Stage 1 (age 5-7years)

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)

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 last updated in 2015.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

**APPENDIX 2:
Relationships and Sex (RSE) Staff Questionnaire**

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 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.

→ Please circle/ highlight the answer that best answers the question. Some questions will require a written

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

APPENDIX 4:
Sample letter for PARENTS (please amend appropriately for your school)

Dear Parent/Carer

Re: Sessions on

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 is soon to/ will this term receive Relationships and Sex 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 RSE 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 PSHE Coordinator/Deputy Head on

Yours faithfully