



MONTAGU ACADEMY

RSE Policy

2017-2018

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Contents

1.0 Introduction

2.0 Rationale

3.0 Aims

4.0 Objectives

5.0 Planning and Delivery

6.0 Values framework

7.0 Guidance for Teachers

8.0 Teaching strategies

9.0 Parental rights

10.0 Training

11.0 The Development of the RSE Policy

12.0 Links to other policies

Montagu Academy

A Policy on Relationship and Sex Education (RSE)

1.0 Introduction

Montagu Academy is a larger than average sized academy with 464 pupils on roll, ranging in age from 3 years to 11 years. The school community is predominantly white, with 40% qualifying for free school meals, 12% on the SEND register and 7% with English as an additional language. The school serves the community of Mexborough although some pupils come from neighboring villages as well.

2.0 Rationale

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and mental development. It is about the understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the age appropriate teaching of aspects of sex, sexuality, and sexual health. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

It is important to remember that, although the word sex appears first on the name of this policy, this is just a small part of what the policy will cover. Often, when talking about sex and relationships education, audiences concentrate on the word 'sex' and miss the rest of the sentence. An effective policy is about helping children and young people develop the skills, attitudes and knowledge that will enable them to develop strong, healthy personal relationships now and in the future. Of course this includes, in context, information about growing up, puberty and sex; however it is healthy and positive relationships that is at the heart of what we do.

Serious sexual abuse can occur anywhere "every town, village and hamlet," Sue Berelowitz, deputy children's commissioner (2012). Sexual abuse of children is not a rare occurrence. It happens at all social levels. 1/10 children will experience some form of sexual abuse (Barnardo).

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Comprehensive relationships and sexual health education, taught as part of the overall framework for Personal, Social and Health Education (PSHE) and Science, in a safe environment, fosters self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse, exploitation (including on line exploitation) and unwanted sexual experience.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Relationship and Sex Education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

It is important that RSE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationship and sex education must be sensitive to the different needs of individual pupils and may need to evolve over time. The school recognises that relationships and sexual health education is for all pupils in the school, taking into account all of their needs e.g. gender, religion, sexual orientation, special educational needs, maturity, ability etc.

3.0 Aims

This policy aims to contribute towards the promoting the spiritual, moral, cultural, emotional and physical development of pupils at school and to prepare pupils for opportunities, responsibilities and experiences of adult life. A comprehensive RSE policy can be a strong weapon in a schools safeguarding policy. It will empower our children to know what constitutes a healthy relationship, foster a sense of respect and self-worth and to help them avoid exploitation.

4.0 Objectives

- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop the ability to name parts of the body correctly and understand how bodies work
- To prepare pupils for puberty
- To develop positive attitudes and explore and clarify values
- To understand how babies are conceived and born
- To build self-esteem and self confidence
- To teach about relationships, love and care and the responsibilities of parenthood
- To help children develop skills to enable them to understand difference, respect themselves and others
- To help children move with confidence from childhood to adolescence
- To help students develop the skills and understanding they need to live confident, healthy and independent lives

5.0 Planning and delivery

The Sex and Relationships Education at this school is firmly embedded in the PSHE framework and will help children learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

The school believes that the responsibility for planning and delivering this curriculum lies firmly with the teaching staff based on the needs of all pupils. RSE is taught by classroom teachers, supported by a classroom assistants and occasionally the school nurse.

When external agencies are invited in to school to enhance the RSE curriculum, the South Yorkshire Healthy Schools guidance '*Working in Partnership – Visitors Policy*' is used to ensure the input meets the needs of the school and the children, in line with this RSE policy.

Key stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

Key Stage 2

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them.
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others.

RSE will be delivered in mixed gender classes. This avoids the spread of information through discussions between pupils in a "so what did they say to you?" situation. It is recognised, however, that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups, such as when lessons raise gender specific questions that pupils may feel embarrassed asking in front of members of the opposite gender. This is in line with Government guidance *Sex and Relationships Education Guidance DfEE (0116/2000)* and the supplementary advice *Sex and Relationships Education (RSE) for the 21st Century 2014*. The same curricular content will be delivered to both boys and girls when this occurs.

Parents and governors are welcome to view the Scheme of Work and any resources used and to discuss their use with the teaching staff.

A variety of teaching strategies is used in this area of the curriculum. This includes, group work, discussion, pair work, role-play, individual work, reflection, circle time, film clips, use of children's fiction books, etc. It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the teaching and learning policy.

RSE is monitored through inspection of teachers' short term planning and classroom observations and it is evaluated through discussion with teachers, parents and pupils and work produced at the end of a unit.

This area of the curriculum is constantly under review as a result of feedback from pupils and staff involved in the teaching.

There is recognition within the school that there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues, and take into account a variety of different value bases when planning and delivering this programme of work.

6.0 Values Framework

Sex and Relationships Education is supported by the school's wider curriculum for personal, social and health education. In this way the school can ensure that pupils:

- receive their Sex and Relationships Education in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of adult life

The school believes that RSE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- should be mindful of children's earlier experiences
- should provide consistent messages
- should be continuous and progressive
- should support children as they move from childhood through puberty to adolescence
- should provide opportunity for discussion and clarification around values and attitudes.
- should provide accurate, unbiased information

Teachers and all those contributing to RSHE must work within this agreed values framework, which is in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality.

RSE is delivered in a safe, supportive environment where pupils feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Questions which pupils ask will be answered honestly and openly in line with the school's aim of giving knowledge and information appropriate to the developmental age of the pupil, and in line with DfEE Guidance 0116/2000 (See Section 7.0 – Guidance for teachers.)

7.0 Guidance for teachers (in light of DfE guidance 0116/2000)

The school must make sure that the needs of all pupils are met. Children and young people, whatever their developing sexuality, need to feel that RSHE is relevant to them and sensitive to their needs. Teachers can and should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age appropriate objective information, allowing balanced discussion, and challenging homophobic comments.

Teachers need to be aware that effective RSE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from children may take place at an inappropriate place or time. If this happens, the teacher should talk, individually, to the child and follow the safeguarding policy in school.

Staff should follow the school's child protection procedures, should this arise, and liaise with the designated teacher for child protection.

8.0 Teaching Strategies

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection. Use of such strategies will create a safe learning environment for staff and pupils alike.

There are 3 elements of good relationships and sexual health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, pupils will be taught about the nature and importance of marriage for family life and the bringing up of children, but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is important that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Teachers and all those contributing to sex and relationships education must work within an agreed values framework as described in the school's policy, which is in line with current legislation and government guidance.

It is acknowledged that RSE deals with some very sensitive issues but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty before the onset of puberty. (This may include issues such as wet dreams and menstruation.)
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

The scheme of work is a spiralling curriculum, which means that information is increased as children get older. Age appropriate lessons are delivered although these lessons might raise further questions from a child, which it may not be appropriate to answer in a whole class setting. Having a clear set of ground rules should reduce the chances of this happening but teachers will need to follow support and training so they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later;
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

The teacher will assess as to whether to answer the question individually or to speak to the child's parents at the end of the day and inform them that their child asked a question and give the parent the chance to answer the question themselves or allow the class teacher to provide and answer for the child.

9.0 Parental rights

The school believes that relationships and sexual health education is the right of every pupil and encourages active participation and involvement in the curriculum.

However, parents do have the right to withdraw their child from all or part of the programme. Any parent wishing to exercise that right should initially contact the Head teacher to discuss the matter. How provision will be made for their children will be negotiated on an individual basis, dependent on the needs of each child.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'. In such a case, particularly where it involves pupils whose parents have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

10.0 Training

It is vital that every member of the school community is educated on the importance of the school RSE policy. To that end, the school will deliver initial training to ALL school staff (from caretaker to governor) to ensure that all members of staff know how to deal with issues relating to RSE. The training will then be delivered to new members of staff as part of induction.

Training will be offered to parents on an annual basis, ensuring that new parents to school are familiar with the policy.

11.0 The Development of the RSE Policy

The RSE policy has been written in conjunction with Doncaster LA and the PSHE Association guidelines. It has been formulated following consultation with governors and discussion with staff and members of the school council. The policy will be shared and made freely available to parents following a parent's consultation.

11.0 Links to other policies

Teaching and Learning

Safeguarding

PSHE

Policy Update

This policy will be reviewed regularly and will be next updated in 2018, or if changes to the curriculum or organisation within the school, or new guidance from the Government determine that it should be sooner.

The person responsible for updating this policy is Sophie Ogden

Date of policy: September 2017

Written by: Mrs Sophie Ogden, RSE lead

Guidance documents:

Sex and Relationships Education Guidance DfE (0116/2000)

Equality Act 2010. (To ensure RSE is taught in the context of current relevant legislation)

Sex and Relationships Education (RSE) for the 21st Century 2014, supplementary advice

(Brook, PSHE Association & SEF)

Education Act 2002/Academies act 2010

2006 Educations and Inspections Act