

Kings' Forest Primary School

Policy	<i>Sex and Relationships</i>
Author/Person Responsible	<i>HT</i>
Date of Ratification	<i>January 2019</i>
Review Group	<i>Curriculum Committee</i>
Ratification Group	<i>FGB</i>
Review Frequency	<i>Annually</i>
Review Date	<i>January 2020</i>
Previous Review Amendments/Notes	
Related Policies	<i>Child Protection and Safeguarding</i>
Chair of Governors Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Behaviour	DATE:	May 2015
EIA CARRIED OUT BY:	R Newman	EIA APPROVED BY:	R Newman

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		NA
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		NA
Gender reassignment (transsexual)		NA
Marriage and civil partnership		NA
Pregnancy and maternity		NA
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		NA
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		NA
Sex (male, female)		NA
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		NA

Any adverse impacts are explored in a Full Impact Assessment.

Distribution List

- **Full Governing Body**
 - Ratification at Full Governing Body
 - Review is the responsibility of the Curriculum Committee
- **Internal**
 - Kings' Forest Primary School Web Site
 - Staff Meeting
- **Paper Copies**
 - Staff Room
 - Head teachers office
 - Front Office
- **Internet Copies**
 - Kings' Forest Primary School Web Site www.kingsforstschool.co.uk

Aims and Objectives

Relationships and Sex Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

RSE at Kings' Forest will contribute to the requirement of the DfES that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, emotional and physical development of children at the school and in society;
- Prepares children for the opportunities, responsibilities and experiences of adult life;
- Teaches about sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Moral and Values Framework

The RSE programme at reflects the school ethos and demonstrates and encourages the following values:

- Respecting ourselves and others;
- Being kind to ourselves and others;
- Taking responsibility for ourselves and others;
- Being positive about ourselves and others;
- Learn about ourselves and others.

Curriculum Content

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help

- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

Organisation

The PSHE co-ordinators are responsible for co-ordinating the policy and curriculum content.

- RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE).
- All topics will be introduced at the appropriate stage in a child's learning and personal development.
- Work will be covered with individuals, groups or whole class as appropriate.
- Puberty education will be introduced in Year 4.
- In lessons on puberty education boys and girls will be taught together.
- At Year 5 and 6 boys and girls will be taught all content together and then separate in to boys and girls for follow up questions. If subsequently they have questions or concerns that they wish to raise privately they can approach any member of staff, male or female, with whom they feel most comfortable.
- Throughout the rest of the school RSE is normally delivered by individual class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- The main resource to be used when delivering RSE is the Channel 4 Living and Growing Series beginning in year 3.
- All visitors should be familiar with and understand the school's RSE policy and work within it.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- Teachers will answer pupil questions using the question box technique. Children should write their questions, anonymously if they wish. The questions should then be read by the class teacher away from the class and answered

at a follow up session. This will ensure that only age appropriate questions are answered. Teachers should seek the advice of the Head or Deputy if they are unsure if they should answer a question. Teachers should immediately inform the Child Protection lead if any disclosures are made or if they have concerns about a question being asked.

Withdrawal

It is the responsibility of the class teacher to inform parents when RSE is happening within the class. Parents will be sent a letter informing them of the dates in which RSE will be carried out in their child's class. Parents are able to request to watch the Living and Growing videos and to discuss any aspects of these with the class teacher.

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RSE Co-ordinators who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

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 named child protection lead who takes action as laid down in the Child Protection Policy. Comments made by the child may be recorded on School Software System.

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.

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 or not answered at all if they are not felt to be appropriate. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Kings' Forest School believes that a carefully formulated programme for RSE is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The school



will aim to promote an atmosphere that allows questioning, where any questions raised will be answered accurately with sensitivity and related to family life, loving relationships and respect for others. Our approach in school recognises the importance of a consideration of the qualities of relationships in family life and values, standards and the exercise of personal responsibilities as they affect individuals and the community at large.

Approved By;

Curriculum Committee:

FGB:

Revision Date:

Signed.....

Chair of Governors