



Relationship & Sex Education Policy 2015

RSE promotes pupils' self-esteem and emotional development and resourcefulness and helps them form and maintain satisfying relationships. It is a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood. RSE is learning about physical, moral, social and spiritual development: it helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

There are three main elements of RSE

- **Attitudes and values** - including learning the value of love, respect and care and learning the value of family life, marriage and stable loving relationships including different families for the nurture of children
NB: Stonewall Different Families, Same Love posters are displayed throughout the school.
- **Personal and social skills** - learning to manage emotions and relationships confidently and sensitively and to make choices, understanding differences and without prejudice: to manage conflict. It includes being aware of and recognizing the dangers of child sexual exploitation and taking sensible and firm action to avoid this. i.e. following ESafety rules, avoiding social media and chat rooms especially when underage, reporting intrusive responses both online and to an adult
- **Knowledge and understanding** - learning and understanding the physical development at appropriate stages and understand human sexuality, reproduction - including the contribution of Science which means that babies can be made in different ways such as IVF -, sexual health, emotions and relationships

Effective RSE

- ✓ Is delivered as part of the curriculum - at Dore it is an integral part of the PSHCE (**GUS** - Growing Up Skills programme) and Science curriculum. In Y5 & Y6 this is delivered as part of **CHANGES** week in Summer 2.
- ✓ Is provided early: before puberty, before feelings of sexual attraction and before young people develop sexual relationships. At Dore there is RSE content in all years R-Y6. Boys and girls will generally be taught together in class groups though may be separated as and when appropriate.
- ✓ Is the entitlement of each child in school. It should be empowering for all pupils, regardless of sexuality, gender, ethnicity, faith, ability or disability
- ✓ Offers a positive and open view of sex and sexuality and supports sexual self-acceptance

Responsibilities

- It is the responsibility of the Governing Body to ensure that RSE is taught within the parameters of the PHSCE/GUS and Science frameworks operating in school and that RSE is an entitlement of every child
- Governors should ensure that that staff and parents are consulted about the content and delivery of the curriculum. This is carried out through the RSE working party which should involve subject leaders, staff, governors and parents and be reviewed every 2 years. Children may be consulted through Dore Democrats.
- It is important that parents are informed of their right to withdraw their child from part or the entire RSE programme **except for those parts which fall within the statutory National Curriculum for Science**. This is on the website and at Parent Induction evenings F2 & Y3.
- The school will include an overview of the RSE programme at Y3 Parent Induction evening in June. Parents will have the opportunity to look at some of the materials and see parts of the DVD programme.
- Teachers will inform parents when the children are undertaking a major part of the work such as showing a DVD
- The programme will generally be delivered by a member of staff from the child's year group
- The PSHCE leader will monitor and evaluate the RSE teaching and learning and will review and update the GUS scheme of work and RSE policy and materials and resources
- The school holds the Sheffield LGBT charter mark within the Primary School context.

Sensitive Issues

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework (see attitudes and values above and Dore Values education). Parents and others should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV or other sexually transmitted diseases, sexual identity or orientation, homophobic bullying, different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media and need to feel able to ask for further information. The response from the member of staff should be appropriate to the child's age and maturity and thought given to whether the response is appropriate in a class or small group situation. The detailed lesson planning will clearly state the content that will be covered. Questions should be treated with respect and with a caring response. Staff and other adults should always be sensitive to underlying problems which may be worrying a child.

The main guide lines in this situation are

- ☞ be sensitive

- ☞ is the context appropriate? Is the question relevant to the content of the lesson?
- ☞ is the group ready in terms of maturity?

Teachers may answer a question with the response "We are not learning about this in Y... You may ask your Mum and Dad when you get home. You will learn more about this in Y.. (if known). If staff have a concern, parents may be contacted.

Confidentiality

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out **DfE 2015 Keeping Children Safe in Education as stated in DPS regular update Safeguarding Training and the Dore Confidentiality Policy**. Teachers cannot offer or guarantee absolute confidentiality.

In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the **Designated Safeguarding Lead - DSL - Sue Hopkinson (Deputy DSL- Jason Fletcher)** if there is a concern about the child's safety. Teachers and DSL should follow the guidelines in the Sheffield Safeguarding Policies adopted by the school.

At Dore Primary School we aim to foster a culture where pupils feel safe in the knowledge that they can ask questions and are enabled to move through puberty into adolescence with understanding and dignity, feeling empowered to make informed decisions about their relationships and their lives.

Also see Policies: Equal Opportunities; Anti-bullying; Behaviour; Safeguarding from Sheffield Safeguarding Board; Dore Equality Statement
Also see: DPS Values and Mottos Information

The 2013 SRE policy was reviewed in April 2015 and changed to RSE policy (in light of recent parliamentary recommendation 2015) by a working party including:

**Headteacher & DSL - Sue Hopkinson PSHCE leader - Heather Atkinson,
Parent Engagement Governor - Debbie Miller, staff, governors and parents.**