

# Eastwood Park Academy Trust

EPAT

Believe Succeed Together

## Relationships and Sex Education (RSE) Policy

|                            |           |
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## 1.0 Introduction

The purpose of the Relationship and Sex Education (RSE) Policy is to:

- Provide information about the content, organisation and approach to teaching RSE.
- Enable parents to support their children in learning about RSE.
- Give a clear statement on what the Trust aims to achieve from RSE, the values underpinning it and why it is important for pupils.
- Set out how the Trust meets legal requirements in respect of RSE i.e.
  - a) Duty to promote well-being (Children Act 2004).
  - b) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006).
  - c) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006).
  - d) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006).
  - e) Teach statutory RSE elements in the Science National Curriculum.
  - f) Meet the Trust's safeguarding obligations.
  - g) Make the policy available to pupils and parents (Education Act 1996).
  - h) Right of parental withdrawal from all or part of RSE, except those parts included in the National Curriculum (Education Act 1996).
  - i) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010).

## 2.0 What is RSE?

RSE has three main elements:

### Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding of moral dilemmas.
- Developing critical thinking as part of decision making.

### Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of differences and with the absence of prejudice.
- Developing an appreciation of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

## **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

## **3.0 What is the Purpose of RSE?**

To enable pupils to:

- Develop the confidence to talk, listen and think about feelings and relationships.
- Make and maintain friendships.
- Understand the importance of respect, responsibility, love and care in relationships.
- Understand and respect different types of families, including families with same sex parents.
- Develop positive attitudes about growing up.
- Explore their own and other people's attitudes and values.
- Challenge and prevent discrimination based on sexual orientation and gender.
- Prevent sexist, sexual, homophobic and transphobic language and bullying.
- Challenge gender stereotypes and inequality and promote equality and respect in Relationships.
- Know the correct biological names for the parts of the body, including the male and female reproductive parts.
- Know and understand about emotional, social and physical changes at puberty.
- Know and understand about reproduction.
- Know about human sexuality.
- Discuss their concerns and correct misunderstanding they may have gained from the media and/or peers.
- Keep safe online and offline.
- Recognise when something is risky or unsafe.
- Know where are how to seek information and advice when they need help.

## **4.0 How is RSE taught?**

- Discreet timetabled lessons e.g. PSHEE.
- Through other timetabled subjects e.g. Science, Citizenship, RE.
- 'Drop down' themed days.
- Input from professionals e.g. nurses and other health professionals.
- Role play and case studies.
- Circle time and discussion.
- Printed information for pupils to keep for future reference.
- Providing opportunities for pupils to reflect on their learning.
- Strategies that nurture listening, thinking and talking skills with reference to SRE.

#### 4.1 Primary

| Phase       | Topics/Themes   |
|-------------|---|
| EYFS        | <ul style="list-style-type: none"> <li>• Being part of a family.</li> <li>• Growing up from a baby to adulthood.</li> <li>• People who help us.</li> <li>• Personal hygiene.</li> <li>• Naming body parts.</li> <li>• Sharing, caring and emotions.</li> <li>• Caring for something other than ourselves e.g. looking after a pet.</li> </ul>   |
| Key Stage 1 | <ul style="list-style-type: none"> <li>• How life begins.</li> <li>• Life stages of human development.</li> <li>• Ageing.</li> <li>• Developing in different ways and at different rates.</li> <li>• Awareness of parts of the body, what they do and the language used for them.</li> <li>• What it is to be male and female and different gender roles.</li> <li>• Simple practices to maintain personal safety – dangers we might meet.</li> <li>• Family and friends – why are they important? How do they differ?</li> <li>• Feelings and moods – what makes feel a certain way? How do people get on with each other?</li> <li>• Caring for ourselves and others – what do we need? How do we do it?</li> <li>• Encouraging self-esteem.</li> <li>• Communication skills.</li> <li>• Hygiene.</li> </ul>  |
| Key Stage 2 | <ul style="list-style-type: none"> <li>• Growing up – changes in our bodies – what and why? How do we feel about these changes?</li> <li>• Keeping healthy. How do we do it? How do we keep ourselves safe from harm? How are we responsible for ourselves?</li> <li>• Simple understanding of the immune system.</li> <li>• Basic first aid.</li> <li>• How babies are born.</li> <li>• Expressing feelings appropriately – reacting to the actions of others.</li> <li>• Risk taking and the influences on us.</li> <li>• Secrets and sharing.</li> <li>• Decision making - difficult situations and becoming assertive.</li> <li>• Families and friendships</li> <li>• Role models in families. Parenting skills. Gender roles.</li> <li>• Differences in lifestyles due to race, custom or religion.</li> <li>• Rituals at life events e.g. birth, puberty, marriage and death.</li> <li>• Differences in sexuality.</li> <li>• Fostering a positive self-image.</li> </ul> |

## 4.2 Secondary

| Phase       | Topics/Themes  |
|-------------|--|
| Key Stage 3 | <ul style="list-style-type: none"> <li>• Reproduction in humans - structure and function of male and female reproductive systems, the menstrual cycle, fertilisation.</li> <li>• The physical and emotional changes that take place at puberty and how to manage these changes in a positive way.</li> <li>• In a context of the importance of relationships, human reproduction, contraception, sexually transmitted infections, HIV and high risk behaviours, including early sexual activity.</li> <li>• Keeping healthy and what influences health, including the media.</li> <li>• Good relationships and an appropriate balance between work, leisure and exercise in promoting physical and mental health.</li> <li>• Managing risk and making safer choices about healthy lifestyles, different environments and travel.</li> <li>• Personal safety/well-being and effective ways of resisting pressures, including knowing when and where to get help.</li> <li>• The nature of friendship and how to make and keep friends.</li> <li>• Cultural norms in society, including the range of lifestyles and relationships.</li> <li>• The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.</li> <li>• The role and importance of marriage and family relationships.</li> <li>• The role and feelings of parents and the value of family life.</li> <li>• Positive and constructive relationships.</li> <li>• Negotiating within relationships, recognising that actions have consequences and when and how to make compromises.</li> <li>• Communicating confidently with peers and adults.</li> </ul> |
| Key Stage 4 | <ul style="list-style-type: none"> <li>• Long and short term consequences, when making decisions about personal health.</li> <li>• Assertiveness skills to resist unhelpful pressure.</li> <li>• The health risks of early sexual activity and pregnancy and safer choices.</li> <li>• In the context of the importance of relationships, how different forms of contraception work and where to get advice in order to make informed choices.</li> <li>• How to seek professional advice confidently and find information about health.</li> <li>• Exploitation in relationships.</li> <li>• Relationships and feelings.</li> <li>• Dealing with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully.</li> <li>• The nature and importance of family life and bringing up children.</li> <li>• The roles and responsibilities of a parent and the qualities of good parenting and its value to family life.</li> <li>• The impact of separation, divorce and bereavement on families and how to adapt when circumstances change.</li> <li>• Statutory and voluntary organisations that support relationships in crisis.</li> </ul>  |

## **5.0 Confidentiality and Safeguarding**

Staff are aware that issues may arise out of teaching and learning about RSE. The following are protocols for discussion-based approaches with pupils:

- No one (teacher or pupils) will have to answer personal questions.
- No one will be forced to take part in discussion.
- Meanings of words will be explained in a sensible and factual way.
- Staff may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent or carer.
- Pupils will be made aware that teachers cannot offer or agree to confidentiality but they will be supported as appropriate.

Where a member of staff is concerned that there is a safeguarding issue, it is his or her responsibility to follow the Trust's Safeguarding Policy.

## **6.0 External Agencies/Visitors**

On occasion, the Trust may invite in local experts on issues relating to RSE as well as use health professionals e.g. School Nurse.

All visitors will conform to the following:

- Visitors contributing to RSE will do so at the invitation of the Trust and will be suitably qualified to make an appropriate contribution.
- When in class, visitors will be supervised by a teacher who will be present at all times.
- Visitors will follow the Trust's Safeguarding Policy, particularly in regard to disclosures.

## **7.0 Working with Parents**

Parents should be reassured that methods of teaching will not be influenced by the particular opinions of staff and that such methods will fall within the boundaries of the Trust's Equality Policy and the Equality Act 2010.

The Trust recognises that parents are the key people in:

- Teaching their children about sex and relationships.
- Maintaining the culture and ethos of the family.
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

The Trust also recognises that it will support parents in both the primary and secondary phase in:

- Helping their children learn the correct names of the body.
- Talking with their children about feelings and relationships.

- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Under DfE guidance, parents have the right to withdraw their child from all or part of the RSE programme, except that included in the statutory elements of the National Curriculum.

Parents who wish to withdraw their child should inform the Principal, in writing, of their decision. In such cases the constituent academy will endeavour to make alternative arrangements.

At all stages, parents are very welcome to meet staff to discuss and view materials which they are concerned about.