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# Relationships and Sex Education Policy

Collingwood School

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### **1. Statement of Intent**

The aims of relationships and sex education (RSE) at Collingwood School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Raise pupils' self-esteem and confidence
- Develop communication and assertiveness skills

The RSE scheme of work will teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. The RSE Policy should be read in conjunction with our PSHE Policy and procedures.

### **2. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

**RSE is not about the promotion of sexual activity.**

### **3. Delivery**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects may be included in Religious Education (RE).



The content of Relationships and Sex Education should match the age and maturity of the pupils involved and at EYFS, KS1 and KS2 include:

### Attitudes and Values

- Valuing and respecting others and ourselves;
- Valuing and respecting healthy personal relationships, including between friends, families and others;
- Developing an understanding of the value of family life and an appreciation of the many different types of family;
- Recognising the importance of pursuing a healthy lifestyle and keeping others and ourselves safe.

### Knowledge and Understanding

- Recognising and naming parts of the body;
- Describing the reproductive system and childbirth;
- Developing and understanding of the physical and emotional aspects of puberty;
- Developing and understanding of behaviour that carries risks;
- Providing opportunities for pupils to ask questions and clarify misinformation.

### Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships;
- Enabling pupils to identify and seek help and support;
- Developing pupils abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives.

### **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

### **Establishing a safe learning environment and dealing with difficult questions**

Teaching staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and sex.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment;
- Using 'distancing' techniques (talking about things in general, rather than personal, terms)
- Knowing how to deal with unexpected questions or comments from pupils;
- Encouraging reflection.
- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a 'cone of silence'; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and sex.



In all PSHE and RSE sessions, teachers will ensure that a safe learning environment is established. A set of ground rules will provide boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Guidance for teachers is as follows:

- If a question is of a personal nature, remind the pupil of the ground rule: 'No-one has to answer personal questions';
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when);
- Colleagues can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parent/carers.
- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion, for example, 'At the moment we are looking at 'X', in Year 4 you will look at 'Y' in more detail.'
- Recognise different views are held, for example, about contraception;
- Place within the context of the schools RSE curriculum past and in the future;
- If a question is very explicit; it seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and, if teacher and pupil are concerned are comfortable with this, arrange to respond later, on an individual basis;
- If a pupil needs further support, s/he could be referred to the GP, helpline or outside agency;
- If there are concerns about sexual abuse, follow the school's child protection procedures.

#### **4. Roles and Responsibilities**

##### **The Governing Board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

##### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

##### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

##### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.



## 5. **Parents right to withdraw**

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Parents do not have the right to withdraw from the 'relationships' part of the learning.

Alternative work will be given to pupils who are withdrawn from RSE.

*Reviewed by L Hardie – Sept 2019*

*Approved by Governing body - TBC*