



Relationship and Sex education policy

School vision and values

Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future. We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

Happy children make good learners

Contents

1. Introduction
2. Aims of RSE
3. Programme contents
4. Who teaches RSE
5. Assessment and evaluation
6. Safeguarding and confidentiality
7. RSE, opportunities and inclusion
8. Working with parents and carers
9. Role of the Headteacher
10. Monitoring



Introduction

At Queensbridge, good relationships are fundamental to our ethos. It is a one form entry school serving an inner city community in Hackney. It is a non-denominational school, incorporating a diverse range of religions, cultures and ethnicities. RSE has a key part to play in the personal, social and moral development of young people. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

According to the latest DfES guidance (2010) RSE is:

..... important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. Schools provide a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths

Alongside this policy, Queensbridge's Child Protection Policy and procedures promote a view of learners as being entitled to the care and support of adults in a safe environment. Both policies emphasise that learners have rights as well as responsibilities. Learners need to have opportunities to express their feelings, attitudes and opinions in a range of emotionally supportive settings. This is both a means of personal development and enables adults to access appropriate support when there are more significant issues in learners' lives.

This RSE Policy explains the aims of RSE, within Personal, Social, Health and Citizenship Education (PSHE). It also describes what we teach and the approaches we use. This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum. Work on RSE is a requirement for National Healthy School status. This policy has been developed through initial consultation with parents [through Speakeasy], then talking with the staff to find how confident they are in delivering RSE with training and support from The Christopher Winter Project. Children were surveyed to find if they were happy with the delivery of RSE at Queensbridge. The policy was then written and passed to the Governing Body.

Aims of RSE

RSE helps to prepare children for adult life. It starts in the Foundation Stage thinking about feelings, working and playing together and developing children's self esteem. As children grow up the curriculum extends to look at the physical and emotional changes that happen as we grow older, different relationships, respecting ourselves and other people, decision-making and reproduction.

RSE has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values
- Develop and practise personal and social skills
- Increase their knowledge and understanding



These are the aims of RSE at Queensbridge:

Attitudes and values

- To consider social and moral dilemmas
- To value and respect different types of relationships
- To foster respect and responsibility for myself/my body and for others
- To clarify myths and misconceptions
- To address stereotyping

Personal and social skills

- To acquire the knowledge and skills necessary to develop successful relationships
- To encourage self-awareness and an understanding of how their actions affect others
- To develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made
- To develop communication skills with peers, parents and other adults

Knowledge and understanding

- To provide appropriate information that is relevant to the needs, age and maturity of the pupils
- To be able to recognise, acknowledge and positively deal with emotions
- To understand the physical and emotional changes associated with puberty

Programme contents

In PSHE we teach the children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. As a school we will use an agreed language for body parts as suggested by the Christopher Winter project. We encourage the children to ask for help if they need it e.g. through anonymous question boxes, low-key mentoring and identified support staff.

Part of RSE is included in the Science curriculum. In Key Stage 1 we teach children to notice that animals, including humans, have offspring which grow into adults. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle including the changes as humans develop to old age in greater depth.

How is RSE taught?

Before beginning RSE, teachers establish 'ground rules' with their class to ensure a safe and comfortable learning environment. In order to best engage pupils the curriculum has been carefully considered meeting pupils' needs, and enabling them to develop confidence in talking, listening and thinking about issues surrounding the subject.

We use active and participatory teaching methods allowing for both small and large group discussion and time for pupils to reflect on what they have learnt (Christopher Winter project). The pupils are taught in mixed sex groupings for most RSE lessons



although teachers use single sex settings when this is thought to be more appropriate,

In Year 5 and Year 6 a 'Question Box' is used to enable pupils to ask confidential questions on pieces of paper. The teacher will answer these at the end of the programme, drawing on the pupils' learning from the sessions. Teachers will consider the age and maturity of the pupils when answering the questions and consider how they relate to the intended learning for that class.

There are some options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning intentions for that class
- Answer to an individual child following the lesson
- Refer the question to be discussed with a parent/carer

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk. Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's child protection procedures. Refer to Section on Safeguarding and Confidentiality

Puberty – all children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. Our programme looks at puberty from year 3 and 4.

Conception – Year 6 Pupils at Queensbridge will learn about human reproduction in the context of the human life-cycle including the relationship between sexual intercourse and conception.

Sexually Transmitted Infections (STIs)-including HIV/AIDS, contraception and abortion are generally not part of the RSE programme at Queensbridge. If we have questions or concerns over the following then we may consult with parents/carers.

Sexuality and gender – Children will be taught to develop an understanding of sexual orientation as well as an awareness of bullying and gender equality. Children should be made aware of the damage and impact the misuse of homophobic, biphobic and transphobic language can cause and the consequences of using it. KS1 and KS2 children explore this further through work using Stonewall education resources.

Christopher Winter project

Year Group	Theme
Foundation	Our lives
Yr 1	Growing and caring for ourselves
Yr 2	Differences
Yr 3	Valuing difference and keeping safe
Yr 4	Growing up
Yr 5	Puberty
Yr 6	Puberty,relationships and reproduction



By the end of Key Stage 1, Queensbridge pupils will recognise and compare the main external parts of the bodies of humans; and recognise the similarities and differences between themselves and others.

By the end of Key Stage 2, Queensbridge pupils will know and understand how their bodies change during puberty and strategies for dealing with changes associated with puberty; and will know and understand how babies are made including the relationship between sexual intercourse and conception.

Who teaches RSE?

Class Teachers lead the teaching of RSE with their class group. All Class teachers will teach specific sex education lessons using guidance from the Christopher Winter project and support from the PSHE coordinator.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the School Nurse and other health professionals such as counsellors, give us valuable support with our sex education programme and recommend suitable teaching materials to use with our children in RSE lessons. Other people that we may call on include social workers and youth workers.

Assessment and Evaluation

Assessment is an integral part of teaching RSE and enables teachers to measure what pupils have learnt and decide what to teach next.

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out by the PSHE Coordinator, teachers and pupils.

Safeguarding and confidentiality

Teachers conduct sex education in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Child Protection Co-ordinator about the concerns. Staff should always follow the CP guidelines to observe, record and refer all CP issues. The CPCO will then deal with the matter in consultation with health care professionals, including Social Services. See safeguarding and child protection policy

RSE, opportunities and inclusion

All children, no matter what their barriers to learning, are entitled to RSE. The RSE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the pupils at Queensbridge. We will consult with parents and carers to maximise their opportunity for influence over the content and delivery. The teaching materials we use are regularly reviewed in cooperation with members of the Local Health Authority to ensure their suitability. The pupils are taught in mixed sex groupings for most RSE lessons although teachers use single sex settings when this is thought to be more appropriate.



Working with parents and carers

Parents and carers have an especially important role to play in RSE; they need to feel confident that Queensbridge's programme complements and supports their role. To enable this an information session for parents is held to discuss the RSE programme. Teaching resources will be shown and opportunities will be given for discussion and questions.

Parents and carers have the right to withdraw their children from all or part of a school's RSE programme, except those parts covered by the statutory national curriculum in science. Parents who have concerns about RSE are encouraged, when invited, to talk to the class teacher and PSHE coordinator to discuss the programme in detail.

Role of the PSHE coordinator and Headteacher

It is the responsibility of the PSHE Subject Leader, supported by the Headteacher, to ensure that both the staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the PSHE Subject Leader's responsibility to ensure that members of staff are given sufficient training, so that they can deliver the RSE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based and centrally provided INSET, through team-teaching and peer observation. The PSHE Subject Leader monitors the policy and reports to the Leadership Team and Governors annually on the effectiveness of the policy.

Monitoring and Review

The PSHE Subject Leader, the Leadership Team and the Learning Committee of the governing body will evaluate the impact of the Queensbridge RSE policy every two years. Evaluation findings and any recommended amendments/additions will be reported to the full Governing body, and modifications will be made as necessary. The PSHE Subject Leader will give serious consideration to any comments from parents/carers about the RSE programme and report to the Leadership Team and the Learning Committee accordingly.

Date of completion: July 2009

Date of review: June 2014, May 2016, January 2018

Signed:

Date: 24/05/2014