



West Lodge School

A co-educational prep school for 3-11 year olds

Sex and Relationships Education (SRE) Policy

This policy also applies to the Early Years Foundation Stage (EYFS) and before and after school activities.

What is sex and relationships education?

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

SRE in context

A well designed SRE programme should make links with other topics such as emotional health, self-esteem and body image, and the association between alcohol, drugs and sexual behaviour. Cross-curricular links with subjects such as English, PSHE and RE, and 'themed topics' help provide a context for SRE. Children and young people also want SRE to relate to real life

Understanding Sex & Relationships Education: A Sex Education Forum briefing
2010

All schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life*

Education Act 2002/Academies Act 2010

Defining spiritual, moral, social and cultural development (SMSC)

Pupils' spiritual development is shown by their:

- *beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible*

- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

Ofsted: Subsidiary guidance - Supporting the inspection of maintained schools and academies Sept 2013

Statutory Requirements From September 2020

RSE is set within a wider legislative context. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Responsibilities

1 The role of the Head Teacher is to:

- 1.1 Ensure the staff, parents and governors are informed about this RSE policy and the latest guidance is effectively communicated. This includes providing parents with details of the revised 2019 RSE curriculum.
- 1.2 Ensure that the policy is implemented effectively
- 1.3 Identify a named member of staff and governor with responsibility for sex and relationships education. The Head Teacher has overall responsibility for the delivery of RSE but effective delivery of the curriculum is also the responsibility of the PSHE Coordinator.
- 1.4 Ensure that, where necessary, staff are given accredited training so that they can teach effectively about sex and relationships and handle any difficult issues with sensitivity. However, the Bexley School Nurse service provides the formal sex education for the children in Years 5 and 6.
- 1.5 Liaise with external agencies regarding the school sex and relationships programme
- 1.6 Monitor the policy on a regular basis and report to governors, when requested on the effectiveness of the policy.
- 1.7 Inform parents and carers about the schools' sex and relationships education policy and answer any questions parents and carers may have about the sex and relationships education their child receives in school and be able to refer parents and carers to the appropriate health professional if necessary

2 The role of the Governing body

- 2.1 It is the responsibility of the governing body to designate a governor with specific responsibility for Sex and Relationships Education or oversee as a whole.
- 2.2 Inform and consult with parents about the Sex and Relationships Education policy.

2.3 Liaise with the Local Authority, Bexley NHS and external agencies so that the school's policy is in line with the best advice available.

2.4 Approve this RSE Policy

3 Role of the Coordinator

The Leadership Team and specifically the Head Teacher, take responsibility for the management of Sex Relationships Education and take a leading role in the organisation of whole school and year group events. The Head Teacher ensures up to date resources are available and that staff have the opportunity to attend relevant training courses where this is required. Training for effective delivery of the 2019 RSE Curriculum has been provided by the Head Teacher.

3 The role of the teacher and/or PSHE Co-ordinator is to:

3.1 To follow and implement the PSHE scheme of work and to take note of National Curriculum and SRE guidance. This includes effective delivery of RSE ensuring the School complies with the legal requirements for the teaching of Relationships Education, Relationships and Sex Education (RSE) and Health Education.

3.2 To identify and address children's educational needs relating to the SRE policy

3.3 The PSHE Coordinator in conjunction with the Senior Leadership Team will assess RSE curriculum coverage and monitor it's delivery. This will include lesson observations and scrutiny of work. The SLT will monitor the work during termly whole school work scrutinees.

3.4 To liaise with the RSE coordinator, parents and carers, school nurses and external agencies, where appropriate

3.5 Take seriously any issue which parents and carers raise with teachers or governors about this policy, or about the arrangements for sex and relationships education in the school

3.6 Inform parents and carers about the best practice known with regards to sex and relationships education, so that the parents and carers can support the key messages being given to pupils at school

3.7 To enable the pupils to mature with confidence and understand the changes which happen to their bodies throughout puberty and beyond

3.8 Where necessary liaise with external agencies regarding the school sex and relationships programme

4 The role of the School Nurse:

There is an identified school nurse for every school in Bexley and the School uses this service to provide discrete lessons for pupils in Years 5 and 6 in relation to the more intimate aspects of the RSE curriculum. Other aspects of SRE are

covered in class by teachers as part of the whole school curriculum. Where necessary West Lodge School will contact the Bexley school nurse to:

- 4.1 Support parents and carers, school staff and pupils in meeting the health needs of pupils to enable them to access their education.
- 4.2 Support and advise school teaching staff with the delivery and content of sex and relationships education as part of the PSHE curriculum.
- 4.3 Advise and support educators to ensure parents and carers understand the content of sex and relationships teaching to assure parents of the necessity of its teaching in order that:
 - their children mature with confidence
 - understand the changes which happen to their bodies throughout puberty and beyond

5 The role of the parent or carer is to:

5.1 To enable their children to mature with confidence and understand the changes which happen to their bodies throughout puberty and beyond

The school is well aware that parents often take a leading role in pupil's Sex and Relationships Education but the school will ensure that effective Relationships Education is provided in accordance with statutory guidance. We wish to build a positive and supportive relationship with the parents and carers of our pupils through mutual understanding, trust and co-operation. It is the School's responsibility to inform parents that children cannot be withdrawn from Relationships Education as set out in the statutory guidance, however parents do have the right to withdraw pupils from Sex Education.

6 Definition and Coverage of RSE at West Lodge

Relationships Education includes: families, friendships; respectful relationships; online relationships and being safe. At West Lodge it does not include intimate and sexual relationships. However, from Year 4 pupils will also learn about puberty and menstrual health and wellbeing as part of Health Education.

Government guidance sets out everything that schools should teach about relationships and health, including puberty. Relationships Education starts with pupils being taught what a relationship is, what friendship is, what family means and who are the people who can support them. Teaching about families requires sensitive and well-judged teaching based upon knowledge of pupils and their circumstances. Pupils will be taught that families of many forms provide a nurturing environment and can include single parents families, LGBT parents, families headed by grandparents, adoptive and foster parents amongst other structures.

Linked with the National Curriculum for Science, Relationships Education should cover topics such as the main external body parts, the human body as it grows from birth to old age, including puberty, and reproduction in plants and animals. At West Lodge other additional content on sex education will not be taught. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing.

7 The role of the pupils is to:

- 7.1 Behave in such a way as to help provide safe and open environment to facilitate discussion
- 7.2 Act with respect and sensitivity to discussions and others' questions
- 7.3 Contribute to class discussion if comfortable to do so and evaluate lessons with regard to meeting their own needs

Philosophy

At West Lodge School we believe that Sex and Relationships Education should contribute to the spiritual, moral, social, mental and physical development of pupils and help to prepare them for the responsibilities and experiences of adult life.

Sex and Relationships Education is part of lifelong learning and we hope that with a solid foundation our pupils will develop the skills and confidence to enable positive discussion about sex and relationships as they get older.

Aims

We aim to ensure that all pupils:

- Develop confidence in talking, listening and thinking about their own bodies, feelings and relationships
- Can take care of themselves and can ask for help and support if necessary

Through the National Curriculum for Science we ensure that pupils are taught:

- That humans and animals can produce offspring and these grow into adults

Through the PSHE and RSE curriculum we also ensure that pupils are taught:

- Why families and friends are special, including different family structures (same sex parents, single parents, adopted, foster, step families, extended families etc.)
- To identify, talk about and share feelings with others

- To be aware that their feelings and actions have an impact on others and that they have some control over these
- The basic rules for keeping safe and healthy
- To recognise safe and unsafe situations, in everyday life and the online world
- To use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk
- To develop a knowledge of where to access support, advice and information within school and external agencies, where appropriate

Organisation and Methodology

At West Lodge School Sex and Relationships Education is taught through the National Curriculum for Science and is part of the school's wider curriculum for Personal, Social, Health and Economic Education (PSHE) and Citizenship, included within this is the 2019 guidance for RSE. The programme is tailored to the age and physical and emotional maturity of the pupils and is based upon guidance from the PSHE Association. (Appendix 1)

Sex and Relationships Education is taught mainly in whole class groups in a variety of ways including through:

- PSHE lessons, standalone RSE lessons and the National Curriculum for Science
- Links with other subjects, particularly RE and English (speaking and listening)
- Circle time, group discussions
- Active involvement in projects or curriculum based events e.g. 'Healthy Living Week'
- Providing opportunities for pupils to interact and listen to visiting speakers and to ask relevant questions
- E-Safety lessons

Planning

In the Foundation Stage we relate the sex and relationships aspect of the pupil's work to the objectives set out in the Early Learning Goals for Personal, Social Development. Objectives are transferred into weekly planning, ensuring coverage and progression.

Assessment, record keeping, monitoring and evaluation

Teachers assess pupil's understanding and progress by making observations during lessons and by evaluating work produced as part of the National Curriculum.

Sex and Relationships Education is monitored and evaluated through observations and staff discussions.

Equal Opportunities

Evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils (including young carers and children in care), irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation

Ofsted: The framework for school inspection Sept 2012

We use RSE to actively promote equal opportunities for all. Please refer to our Equal Opportunities Policy for further details.

Safeguarding

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupils' health and safety, bullying, racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions, providing first aid, drug and substance misuse, educational visits, intimate care, internet safety, issues which may be specific to a local area or population, for example gang activity appropriate arrangements to ensure school security, taking into account the local context.

Ofsted: Inspecting safeguarding: briefing for section 5 inspection - January 2012, No. 090205

Sexual Exploitation and Abuse including:

- Female Genital Mutilation (FGM)
- Child sex abuse

For advice and support contact the designated teacher

E-Safety

Our Internet Agreement Policy and supervised use of the Internet, ensures that pupils are protected from exposure to inappropriate material.

As part of RSE, it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images

and information and safe ways of sharing personal information, social networking, online dating and sharing images

Guidance on producing your school's RSE policy PSHE Association 2019

Special Educational Needs

We provide SRE for all pupils regardless of their ability. Teachers provide learning opportunities matched to the individual needs of pupils (Appendix 4)

Resources

Resources for RSE are contained within the resources for PSHE and discrete lessons have been planned to meet the latest 2019 guidance. We ensure that all materials used are appropriate to the age and cultural background of the pupils.

Parental Involvement

We recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. The school is willing to provide advice and support for parents and carers as necessary.

Parents are reassured that all questions of a sexual nature would be answered tactfully and in a manner appropriate to young pupils.

It is the responsibility of the school's governing body to ensure that the policy is developed and is made available to parents and carers. Parents and carers have a right to withdraw their children from Sex Education but not from Relationships Education, which is statutory from September 2020. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also risks and challenges. In this environment, child and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the government has made Relationships Education in all primary schools in England.

External agencies

We work with external agencies and particularly the school nurse team on all matters relating to Personal, Social and Health education; including specifically RSE. Support is available from external agencies on:

- Working with teachers to support the curriculum
- Liaising with parents
- Providing information on services available to parents and carers and or

pupils

- Providing confidential advice and support for the whole school community. Visiting speakers and theatre groups are used to complement the school's PSHE programme.

A code of practice for working with external agencies has been developed and all visitors are provided with the necessary information to ensure the success of the input. All external agencies are asked for Disclosure and Barring Service (DBS) reference number.

Confidentiality

We work closely and openly with parents and carers and it would only be in very exceptional circumstances that the school would have to handle information without parental and carers' knowledge. However, should a pupil make a disclosure, i.e. the school's safeguarding and child protection procedures, would be followed.

Note: This policy should be read in conjunction with the school's Equal Opportunities, Safeguarding and Child Protection, PSHE, E-Safety, Anti Bullying, Behaviour and Spiritual, Moral, Social and Cultural Policies.

Consultation group:

Schools: Head teachers, Assistant Head teacher, PSHE teachers, Governor,
Parent Support

External agencies: Bexley Youth Service, NHS Bexley Clinical Commissioning Group, Oxleas NHS Trust, Sexual Health & HIV Caldecot Centre, METRO Lewisham, Adolescent Health Kingston, Bexley Health Improvement

Monitoring and review

This policy will be reviewed at least every two years.

Reviewed Date: September 2022

Next Review Date: September 2023

Reviewer: Head Teacher

Consultation / Informing Parents

In implementing this policy and the scheme of work the following information has been provided to parents:

- Year 4 RSE lessons relating to puberty were devised by the Head Teacher and delivered to Year 4 (Spring Term 2020) by the Head Teacher as a trial. Prior to this all parents in the year group were informed in writing of the purpose of these lessons and the fact they were part of the new RSE lessons. Parents were invited to ask questions and comment.
- No feedback or questions were received.
- Following the creation of the overview of topics this was shared with parents as part of the Head's Curriculum Evening presentation on the 7th September 2020. In this presentation the rationale behind RSE as a topic was shared along with the topic overview. Parents were invited to comment or request further details of the lessons.
Only one comment was received from a Year 4 parent, supporting the Head Teacher's comment regarding the need to balance awareness with the need to protect the innocence of childhood.
- At the start of this term a letter was sent to all parents advising them that RSE would be introduced. This was prior to the Curriculum Evening presentation.

Unfortunately, due to Covid 19 restrictions face to face meetings or presentations were not possible but individual comments were requested.

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Myself & Others	Myself and Others	Differences: Boys and girls	Challenging Gender Stereotypes	Growing and Changing Introduce Puberty	Talking about puberty	Puberty and reproduction Link to Science
Family Networks	Body Parts	Differences: Male and Female (Not naming body parts)	Differences: and Female & Male Naming Body Parts – link to Science	Body changes	Becoming men and women . What this means.	Menstruation Q & A School Nurse Visit
Body Awareness	Family	Looking after the body	Family Differences Pupils will be taught that families of many forms provide a nurturing environment and can include single parents families, LGBT parents, families headed by grandparents,	Your questions answered	Body changes School Nurse	Appreciating that there are different types of relationships and respect for LGBT families

			adoptive and foster parents			
Hygiene	Friendships				Menstruation education for girls School Nurse	Your questions answered

Curriculum Overview For Relationships Education

Appendix 1 – teaching strategies for Sex & Relationships Education

The following information on practical strategies for the teaching of Sex and Relationship Education has been taken from the DFE Sex and Relationship Education Guidance (Ref 0116/2000)

This guidance has been produced to enable staff to help pupils to develop confidence in talking, listening and thinking about sex and relationships.

Establishing ground rules

A set of ground rules will help to create a safe environment for discussions:

- Nobody will have to answer a personal question
- Nobody will be forced to take part in a discussion
- Only correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Distancing techniques

Teachers can avoid embarrassment and protect pupil's privacy by always 'depersonalising' discussions. Role play could be used to 'act out' situations.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting:

- If a question is too personal, the pupil should be reminded of the ground rules. If the pupil needs further support, the teacher should seek advice from the Head Teacher as to referrals to an appropriate person
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that this will be researched and returned to later
- If a question is too explicit, or is inappropriate for the whole class, or raises concerns about abuse the teacher should attend to it later on an individual basis
- Any teacher who is concerned about the risk of sexual abuse should follow the school's child protection procedures

Discussion and project learning

Research into what makes Sex and Relationships Education effective shows that discussion and topic work is beneficial to learning and that active learning is most effective when pupils are working in groups. The use of circle time/group discussions is suggested.

Reflection

Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by effective questioning such as:

- What was it like taking part in the discussion today?
- What did you learn from others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
 - What else do you need to think or learn about?

Appendix 2 – working with parents and carers

Working in partnership has proven to be very effective in parent or teacher groups, parent or governor groups, parent evenings or community-based meetings. Clear aims and a planned structure for sessions with parents will make the meeting feel safe. Although most parents want to talk to their children about sex and relationships, they often find it difficult and embarrassing and want schools to help them by providing good RSE.

Can parents withdraw their children from RSE?

Parents do not have the right to withdraw their child from the SRE element of the National Science Curriculum. Reproduction is often taught within science. Further information on sex and relationships, skills development and values clarification are provided within PSHE. When RSE becomes statutory in September 2020 parents do not have the right to withdraw their child from Relationships Education provided within PSHE and Citizenship. However, parents can withdraw their children from Sex Education. The specific topics taught as part of the Relationships Curriculum are set out in this policy.

Your school needs to inform parents and carers about the procedures for requesting that their child is withdrawn, and these should be described in your policy. Involving the whole school community in the development of the RSE policy and programme ensures that withdrawal is rare.

What do we say to parents who want to withdraw their child?

The PSHE and Citizenship Coordinator and/or a senior manager should invite the parent to talk through any concerns and look at the materials used in and aims of RSE. This usually reassures, but if a parent does want to withdraw their child from Sex Education alternative arrangements will need to be made for the pupil. It may also be appropriate to offer further support to parents. Staff may look for support from the governing body in these potentially difficult situations.

If we consult with pupils what are they likely to tell us?

Children and young people tell us that their sex education is too little, too late and too biological and that the adults in their lives are too embarrassed or lack skills and knowledge. Children and young people want RSE where they can talk about feelings and relationships have their questions answered in a straightforward way and explore 'real life' dilemmas.

Appendix 3 - Assessment

Assessing, recording and reporting pupils' achievement

Ofsted identified assessing and monitoring pupils' learning as an area that needs further development. Although there are no statutory assessment requirements,

Ofsted's suggested learning outcomes for RSE across each of the primary and secondary phases provides a positive framework on which effective assessment of knowledge, skills and attitudes can be built. Both pupils and teachers should be involved in monitoring and assessing learning. Assessment is undertaken in relation to clear targets that are set for pupils in PSHE and Citizenship.

Schools required to keep records on all aspects of pupils' development and annual school reports should include a section on PSHE and Citizenship. If pupils keep a record of their progress, reporting on this aspect of the curriculum will be more effective.

For teachers, assessment provides an opportunity to ensure that

- The learning objectives have been achieved.
- Future learning needs arising from the session are addressed.
 - Planning for future years takes account of feedback.

Monitoring and assessment are important because for pupils they form an important part of the learning process. Asking questions will help pupils to assimilate and understand what they have learnt and to identify future learning needs. Questions might include:

- What new information have you learnt today?
- What new skills have you practiced or learnt?
 - What do you now think or believe?
- What was it like to hear different people's views?
 - Did anything surprise you?

Pupils can undertake a range of activities that forms the basis of assessment. Where possible, material can form the basis of a portfolio to record progress. Pupils can undertake a range of individual, small and whole group activities.

These include:

- planning a talk, a presentation, leading a discussion or debate, or leading an assembly;
 - evidence of planning a visit or arranging a speaker;
- completing sentence stems such as 'I was surprised that...' 'I learnt that ...'
 - taking part in a quiz or questionnaire;
 - drawing pictures or posters or designing leaflets;
- writing letters or articles for school or community papers;
 - devising a quiz or game;
 - producing a diary;
- demonstrating skills through role play
 - interviews and focus groups
 - drawing and writing techniques

- what else do you need to know?

Appendix 4 – Special educational needs

Mainstream schools and special schools have a duty to ensure that pupils with special educational needs and learning difficulties are properly included in Sex and Relationships Education. Sex and Relationships Education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Schools should ensure that pupils with special needs in mainstream schools receive Sex and Relationships Education. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with special educational needs or learning difficulties. Special schools will need to address the specific needs of their pupils.

All staff including ancillary staff, physiotherapists, nurses and carers as well as teachers should follow the school's Sex and Relationships Education policy when working with pupils with special educational needs and learning difficulties.

Useful contacts

Teresa McDonald
Lead Nurse for Young People Services
Erith Health Centre
T: 01322 357928E:
Teresa.McDonald@oxleas.nhs.uk
Confidential Text Messaging Service:

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NHS Bexlev Clinical Commissioning Group

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