



Mill Water School

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Relationships and Sex Education Policy

Produced on: 1st February 2015 by Simon Winward.

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This policy was written in consultation with school governors, the Headteacher, Safeguarding Officer and with reference to Secretary of State for Education's 2000 guidance on sex and relationships education, the PSHE Association's guidance on producing an RSE policy, 'Life Lessons' report on PSHE and SRE 2014-15 ordered by the House of Commons and 'Keeping Children Safe in Education September 2016'. It should be read in conjunction with other school policies including the Equality policy, Safeguarding policy, Prevent policy, Inclusion and Accessibility policies and the Behaviour policy.

Aims and objectives for pupils at Mill Water School

The core aims of the school relate strongly to notions of respect, celebrating achievements and differences, and feeling safe. These are themes that feed directly into RSE at Mill Water School. The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. We recognise the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives and aim to make a contribution to protecting young people by addressing national and local health priorities.

Meeting these aims will require a graduated, age appropriate programme of RSE. At Mill Water School, we believe that we can achieve this through specifically tailored and well planned RSE sessions combined with learning and experience throughout the curriculum, informed by the personal outcomes of annual reviews/ EHC plans and supported by individualised specific targets (where appropriate) by which progress can be tracked.

Rationale

Mill Water School recognises that what is learned and experienced by our pupils now can have a profound influence on their future. We believe that through proactive, focused and high quality planning and teaching, we can support our pupils now and in the future, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is recognised that some cultures and faiths often hold views, perhaps strong views, about sexual behaviour. Staff are sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation.

Information

Teaching of topics linked to sex will occur in single sex groups. Teachers will plan activities which engage both boys and girls, recognising the national trend in which boys often feel the emphasis in RSE lessons is on female development. In most cases, relationship education will occur in mixed gender groups although Mill Water recognises that pupils who come from some cultural backgrounds may deem it inappropriate to discuss particular topics within mixed gender groups, whereby accommodations will be made. Where mixed gender groups are

planned for, parents will be informed and given an appropriate length of time to respond with concerns, allowing plans to be changed to take account of parental views.

Parents and carers

Parents and carers will be informed about the policy through the school website. When SRE lessons are planned to begin, parents will be sent a letter outlining the content of the lessons for their child and the materials and resources used. This letter will contain a permission slip and will make reference to the RSE policy and its location on the school's website. They will also be given an opportunity to come into school to see the resources and discuss the content of learning sessions prior to the teaching of lessons. It is recognised that parents have the legal right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects necessary under national curriculum science. Mill Water staff aim to support parents in understanding the school's RSE policy, the scheme of work planned for their child and the resources used at parents' requests.

Materials

Pupils will be protected from materials and images which are explicit without explanation or are inappropriate. Parents may view any materials prior to teaching.

Confidentiality

What pupils talk about and discuss in their RSE sessions is confidential unless it is considered to be a safeguarding issue. An important part of RSE is the opportunity to form beliefs, values and opinions and this will need to be respected.

Safeguarding

Due to the nature of material being shared and discussed disclosures of a sensitive nature may be made. In this instance class teachers will refer and liaise with the lead safeguarding officer, following all safeguarding procedures closely.

Progress and tracking

It is each teacher's responsibility to plan, evaluate and record the progress of the children in their class. This may occur through the use of specific targets, learning journals, assessment trackers or other assessment tools including EYFS learning goals or Equals curriculum assessments. The PSHE lead will use this to ensure that each child is receiving their entitlement to a rich and valuable RSE curriculum. Tasks will include assessing quality of teaching and availability of RSE training, helping choose and purchase RSE resource materials and keeping colleagues up to date with developments in the field. SW has written a developmental outline which provides guidance for teachers and ensures coverage of the key learning points outlined below.

Developmental outline

There are elements which will be delivered throughout all key stages and built on as the pupils progress. They include:

- **Respect for others** - in line with the school ethos and modelled continuously by staff. This element is taught explicitly and throughout daily life at Mill Water.
- **Rights and responsibilities** - each element of RSE education should refer to the young person's rights and responsibilities in that context so that pupils build up a progressive picture of what it means to be part of relationships and their role within them.
- **Online Safety** - to include information about social networking sites and the risks associated with sharing information, issues of trust through to recognising dangers and knowing what to do in the event that they feel unsafe. In later key stages, pupils should be aware of grooming and issues of sexual exploitation.
- **Personal hygiene** - self-care and staying healthy form part of an individual's educational entitlement and are taught depending on the needs of the individuals as well as explicitly during RSE sessions. Later key stages should consider the effects of poor personal hygiene on forming and sustaining different relationships.

Key Stage	Relationships	Physical changes/ Sex education
EYFS/ 1	<p>Early Learning goals including:</p> <ul style="list-style-type: none"> Communicating with others and self-expression. Managing feelings and behaviour. Showing feelings. Behaviour and consequences. Working as part of a group or class. Understanding rules. Playing co-operatively. Empathy and understanding of the feelings of others. Forming and experiencing positive relationships with adults and other children. Similarities and differences. Changes. 	<ul style="list-style-type: none"> Growth
2	<ul style="list-style-type: none"> Rights and responsibilities. Communicating about feelings. Recognising different types of relationships. Being part of a community. Developing respectful relationships. Personal space. Stranger danger. Privacy and secrets. 	<ul style="list-style-type: none"> Recognising changes and differences. Personal hygiene Similarities and differences between boys and girls. Names of body parts. Physical and emotional changes.
3	<ul style="list-style-type: none"> Rights and responsibilities. Personal space and appropriate touching. Recognising different types of relationships and family setups. 	<ul style="list-style-type: none"> Personal hygiene. Physical and emotional changes at puberty. Sexual feelings. Masturbation. Ejaculation. Wet dreams. Human reproductive systems.
4	<ul style="list-style-type: none"> Rights and responsibilities. Feelings relating to age. Recognising different relationships. Recognising how relationships change as they get older. Recognising expectations within a relationship. Feelings relating to uncomfortable situations and where to find help including breaking down relationships. Intimate relationships. Sexual orientation. Grooming and sexual exploitation 	<ul style="list-style-type: none"> Personal hygiene. Sexual intercourse. Consent and saying no. Contraception and birth control (including religious factors). STIs and HIV/AIDS. Pregnancy and giving birth. Teenage pregnancy. Religious attitudes to sex (inc. FGM).
5	<ul style="list-style-type: none"> Rights and responsibilities. Unhealthy relationships in different contexts. Divorce and its effect on them. Grooming and sexual exploitation. Sexual orientation* 	<ul style="list-style-type: none"> Personal hygiene and sexual health. Physical and emotional changes during adulthood. Consent and saying no. Pregnancy and giving birth. Teenage pregnancy. Religious attitudes to sex (inc. FGM).

*Teachers will cover the subject of sexual orientation with honesty and sensitivity, answering appropriate questions and providing support. There will be no direct promotion of sexual orientation.

*It is important to balance the chronological age of the child with their ability to understand and use information given and coverage for each pupil may be adapted on an individual basis as a result of their need and ability, behaviours, personal views , parent's views and stage of physical and emotional stages of development.

Evaluation

Evaluation within RSE is carried out to enhance teaching and learning and is the responsibility of the co-ordinator who will consult with all staff to adapt the policy/scheme of work as required. It will focus on content, standards achieved, and adequacy of resources. Methods will include assessing pupils' knowledge and understanding through classroom observation, discussion with pupils and staff discussion. It will be conducted according to the School Development Plan.

Resources

- BBC Active DVD
- Life Support DVDs: Relationships and Sex and Growing up, Relationships and Sex
- You, Your Body and Sex the DVD
- Find out and Write About: the Human Body (Crick Software)
- Channel 4 All About Us Living and Growing
- ARC Online Safety videos and resources

Books

- Where Willy Went by Nicholas Allen
- Usborne Facts of Life: Growing Up
- Sex and Relationships by Jillian Powell
- The Egg and Sperm Race By Fran Balkwill
- Lets Talk about Sex by Robbie H. Harris
- Puberty and our Body by Alison Cooper
- Usborne What's Happening to me? (boys and girls books)
- Young Citizen... Growing Up by Kate Brookes
- Living and Growing guides to accompany DVDs
- Mummy Laid an Egg by Bebette Cole
- Reproduction by Steve Parker
- Let's Talk about where Babies Come From by Robbie H. Harris
- Sex and Relationships by Jillian Powell
- Usborne Flip Flaps: How are babies made?
- It Happened to Me: Teenage Pregnancy by Hayman/ Elliott
- How did I begin by Mick Manning
- My Amazing Journey by Pat Thomas
- Talking Together about Contraception (1 and 2) by Lesley Kerr-Edwards