

William Cobbett Primary School



Relationships and Sex (RSE) Policy

Adopted: Summer 2016

Review: Summer 2018

The Safeguarding Committee has responsibility for this policy.

Background Information

William Cobbett Primary was formed in September 2015 when William Cobbett Junior School amalgamated with Weybourne Infant School. The school serves the local community which has a mixed catchment. The school has a Special Needs Centre, the Woodland Centre, mainly for ASD pupils. The Woodland Centre is currently for junior aged pupils but will be extending to cover the whole primary age range from September 2016.

Children in the Woodland Centre come from a wider area and most have transport to bring them to school. We currently have 524 children on role 12.5% of our pupils are on the SEND register and 12% of our pupils receive Pupil Premium funding. Attendance is good and we are currently on target to meet our target of 96%. The school has a newly formed governing body with a good range of skills who are actively involved in the school and we have very good support from our parents.

This policy was formulated by the school's safeguarding committee; Julie Campbell (Designated Safeguard Lead), Gillian Payne, Tracy West, Belinda Romeu, Sue Marsh (Home School Link Worker) and Neil Taylor (safeguarding governor).

Aims and Objectives

At William Cobbett Primary School we believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'. (Sex Education Forum 1999).

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. It is available on request and can be found on the school website and on Fronter (our virtual learning environment).

Other related policies and documents include: The PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection and Safeguarding Policy, Science Policy, SMSC Policy and the Equality Policy.

WCPS RSE Policy

Moral and Values Framework

The Vision and values for William Cobbett Primary School provides a context for the teaching of RSE.

Explore Learn Achieve

Our vision for William Cobbett Primary School is to create a safe, nurturing, inclusive community where individuals are valued for what they bring to the whole. We want our pupils to grow into inquisitive, confident and independent young people with a thirst for learning who take pride in their own and others' achievements. Most of all we want pupils to enjoy their time at school, experiencing inspirational, exciting opportunities which create life-long memories.

Our core values are:



Equal Opportunities Statement

The school is committed to the provision of RSE to all of our pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Content

Key Stage 1

- Pupils learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.
- Correctly naming external parts of the body.
- Recognise how the human body develops and that children grow into adults.
- Discuss how they have changed and developed since they were born.
- Why keeping clean is important

Key Stage 2

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their

own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.
- To understand how humans reproduce and how babies develop.
- Explore different types of relationships and families.
- The importance of hygiene.

- The content of the lessons was decided upon after the consultation process involving pupils, parents/carers, staff and governors. Resources for the lessons are from National Curriculum documents and additional resources advised from Babcock via the Surrey Healthy Schools website. A more detailed scheme of work is available on request.
- The range of material used is available to parents/carers and informative books are available to children in the library.

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At William Cobbett Primary School the *main* content is delivered in the summer term across the school. However, relationships are discussed throughout the year in both discrete PSHE lessons and through other curriculum areas.

- RSE is normally delivered by the class teacher in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- Resources to be used are: *Living & Growing Series; Mummy Laid an Egg; Babette Cole and books about baby development.*
- HOW it will be delivered: through discrete PSHE lessons and circle-time sessions – the school has a progression for RSE from EYS to Year 6.
- External agencies helping us to deliver RSE in our school could include visitors such as our school nurse.
- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are **familiar with and understand** the school's RSE policy and work within it;
- All input to RSE lessons is **part of a planned programme** and negotiated and agreed with staff in advance;
- All visitors are **supervised/supported** by a member of staff at all times;
- The input of visitors is **monitored and evaluated** by staff and pupils. This evaluation informs future planning.
- The school will continue to liaise with the local secondary school(s) in order to ensure that the programme for RSE is continuous at KS3)

Assessment and Evaluation

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

Specific Issues within RSE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the year leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available for parents to view before the unit of work is taught.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to one of the school's DSLs who will take action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection and Safeguarding issues.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguard Leads if they are concerned.

William Cobbett Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

A copy of the RSE policy is held on Fronter which is available to all staff members, governors and parents. Training is regularly delivered to staff on the policy content. Copies of the RSE policy are available from the school office on request from parents. The RSE policy is also available on the school website.

William Cobbett Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PHSE leader accesses courses or INSET opportunities to assist staff involved in the delivery of RSE. The PSHE leader facilitates the gathering of policy feedback from parents, staff and pupils every two years.