

Frank Barnes School for Deaf Children
Relationship and Sex Education Policy



Frank Barnes
School for Deaf Children

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1. Purpose of the RSE Policy

Producing an up to date RSE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE;
 - (i) Duty to promote well-being (Children Act 2004)
 - (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - (iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - (iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - (v) Teach statutory RSE elements in the Science National Curriculum
 - (vi) Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
 - (vii) Meet the school's safeguarding obligations
 - (viii) Make the policy available to pupils and parents (Education Act 1996)
 - (ix) Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
 - (x) Taken account of the DfEE guidance on RSE (2000)
 - (xi) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "RSE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
 - (xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

2. Development of the school Policy

Camden Learning organised a series of consultations;

- School council gave their views on what to teach and the best ways to teach RSE
- Parents and carers were invited to a consultation meeting and gave their views on what they wanted their children to be taught
- Staff discussed the draft policy

Camden Learning have also taken account of the

- RSE guidance (DfEE 2020)

- Guidance produced by the PSHE Association “RSE for the 21st century” (February 2014)
- DfE draft guidance on statutory health education and relationships and sex education consultation document (November 2018)
- Camden’s interim example policy January 2019

3. Links to other policies

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Equality policy, Online Safety policy and Teaching and Learning policy.

Our provision of RSE is part of our approach to support the health and wellbeing of children and our commitment to being recognised as a healthy school, which was achieved in October 2017.

4. Definition of RSE

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance and based on the guidance, we have defined Relationships Education as learning about

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships
- The importance of families for caring for children
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- Stereotypes and how they can lead to prejudice and discrimination e.g. based on sex, gender, race, religion, disability or sexual orientation
- How to recognise risk and be safe online

Learning about

- *Relationships and how to **make and maintain healthy respectful relationships** (families, friendships, online) and **recognise unhealthy relationships***
- **Growing up** and understanding and managing the **changes** that will happen
- **Human reproduction** and how babies are made

RSE helps gain knowledge and develop skills and positive attitudes;

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families (including same sex parents), love and care within families, importance of healthy family life and healthy friendships, different types of relationships, stable and long term relationships including

marriage and civil partnerships, healthy and unhealthy relationships and where to get help if needed, difference between appropriate and inappropriate or unsafe physical and other contact

2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends, coping with friendship problems, forming and maintaining loving, caring and respectful relationships, what to do if friendships or family relationships make them feel unsafe or unhappy, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions about friendships, including online and awareness of the risks associated with people they have never met in the real “offline” world
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love in relationships and family, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships including online, understanding that exploitation and violence in relationships is unacceptable, respecting difference and diversity, promoting gender equality.

5. Why teach RSE at primary school?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and healthy relationships.
- It protects children from sexual exploitation and inappropriate online content
- It helps develop respectful and healthy relationships, including online
- It is a statutory part of the science curriculum covering the biological aspects of RSE

6. Values promoted through RSE

We are committed to creating an inclusive school that promotes diversity and equality and fundamental British Values*. Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child in Camden to thrive in modern Britain.

We believe that Relationships Education promotes the aims and values of our school which include

- Respect for self and others

- Kindness and consideration for others
 - Commitment, trust and love within relationships
 - Promoting equality and respecting rights and responsibilities in relationships
 - Respecting and celebrating difference and diversity
 - Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, sex, and gender reassignment**
 - Promoting gender equality, challenging gender stereotypes and inequality
 - Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children
 - Everyone has the right to a healthy and safe relationship
- * democracy, individual liberty, the rule of law and mutual respect and tolerance

**5 of 9 protected characteristics as enshrined in law through the Equality Act 2010 (others are age, race, marriage and civil partnership, pregnancy and maternity)

1. What is Sex Education?

Sex and Relationship Education is not just about learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes, including respect, love and care.

- It prepares children for puberty and the changes that will take place.
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers.
- It provides an opportunity to talk about feelings and relationships.
- It promotes the skills necessary for effective communication and loving, caring and happy relationships.
- It is a statutory part of the science curriculum covering the biological aspects of RSE.

It has three main elements:

- **Attitudes and Values** including: individual conscience, moral considerations and dilemmas; the value of family life, marriage, stable and loving relationships for the nurture of children; the value of respect, love and care.
- **Personal and Social Skills** including: managing emotions and relationships; developing self-respect and empathy for others; how to make choices and understanding the consequences of choices; managing conflict, recognising and avoiding exploitation and abuse.

- **Knowledge and Understanding** including: physical development, human sexuality, reproduction, sexual health; emotions and relationships; contraception and the range of local and national sexual health services; reasons and benefits for delaying sexual activity and how to avoid unplanned pregnancy.

As a school, we have a responsibility within Section 1 of the Education Act to prepare pupils for the responsibilities and experiences of adult life. It is considered good educational practice to provide a broad curriculum to develop the personal and social skills of the children. It is also important in responding to the needs of children.

Deaf children miss much of the everyday information, which informs the hearing child and helps to develop attitudes and values. We need to counterbalance this with explicit teaching and providing the children with an open platform for discussion.

2. Aims

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain healthy friendships
- How to recognise unhealthy or unsafe relationships, including in friendships and within the family
- Develop positive/high self esteem
- Understand the importance of respect, responsibility, love and care in relationships, including online
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on difference e.g. sexual orientation gender and disability
- Prevent sexist, sexual, homophobic, biphobia and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Challenge and prevent discrimination based on difference e.g. race, religion, sex, gender, gender identity, disability or sexual orientation
- Recognise bullying and discriminatory language based on race, religion, sex, gender, gender identity, disability or sexual orientation and develop the confidence to prevent it and report it
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction

- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Know how to be safe online
- Know where are how to seek information and advice when they need help

7. Content and Organisation of the Programme

Where is RSE taught?

RSE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the personal, social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years eg school to include Years where discrete RSE topics taught e.g. Y2, 4, 5, 6. We ensure that the same messages about being safe on line are taught through RSE as in IT/Computing.

What is taught in each year group?

We have a statutory duty to teach the RSE elements of the science national curriculum, See Appendix 1 for the RSE aspects of statutory science:

- The content is based on the RSE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum.
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Camden RSE learning objectives and suggested scheme of work (2017).

Teaching about difference and diversity

The Government guidance “expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”. We will not have specific LGBT lessons but through our teaching will help children to understand the society in which they are living and growing up in, as well as be respectful of others and difference.

This will mean that when pupils learn about families, we will include **a wide range of** families, including two mums and two dads, and when pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. When children learn about bullying and discriminatory language they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different sexual orientation.

Frank Barnes School Modified RSE Curriculum Framework

Sex Education at Frank Barnes is set within a moral framework which includes appreciating stable family life and relationships, responsibilities of parenthood, respect for self and others, and awareness of the consequences of one's actions.

Sex Education will take into account and be sensitive to the individual circumstances of each child and will help them to understand the variety of values that people hold.

Our moral and values framework includes:

- Respect for self and others
- Commitment, trust and love within relationships
- Rights and responsibilities in relationships
- Understanding diversity regarding religion, culture and sexual orientation
- Work to reduce intolerance and discrimination based on sexual orientation and gender
- Acceptance of difference and diversity
- Gender equality
- Value of family life and of stable and loving relationships, including marriage, for bringing up children

Sex Education Programme

Many of these elements are taught in more depth in the Science National Curriculum throughout from Nursery to Year 6.

Key Stage 1

5.1 Every Day Language Situations:

- Understanding body functions and developing a sense of identity and gender.
- Naming of body parts occurs spontaneously when supporting children with dressing and toileting.
- Developing an understanding of touching: types of touches, appropriate places to touch, good and bad touches, purposes for touching i.e. comforting, attention, etc.

5.2 Reproduction:

- General discussion of where babies come from using families and siblings as a resource.

5.3 Growth:

- Exploring their own growth patterns.
- Growth within their families.

5.4 Relationships:

- Looking at own families and family trees.
- Defining “family”.
- Developing an understanding of “strangers” as a concept and learning about who are trusted people

Key Stage 2

6.1 Reproduction:

- Human reproduction.
- How babies develop inside the mother.
- Birth and early stages of dependency.
- Breast feeding/bathing/caring.

6.2 Feelings:

- Explore friendships.
- How to make friends.
- Sharing and negotiating.

6.3 Personal Hygiene:

- Looking after your own body including washing and grooming.
- Care in accidents with blood spillage – understanding the idea of disease transmission and the need for safety measures.

6.4 Growth:

- Specific emphasis on teeth and dental hygiene.
- Change of teeth as part of the maturational process.

6.5 Personal Safety:

- General discussion on danger and looking after yourself.
- Dependency on adults – appropriate autonomy.

6.6 Relationships:

- Relating to each other.
- Caring for oneself and personal safety.
- Naming of body parts and external functions of the body.
- Growth – including death.

7.1 Parts of the Body:

- Discussion of anatomy and naming body parts.

7.2 Digestion & Bodily Process:

- Providing the appropriate language in English and BSL to talk about bodily functions.
- Discuss 'privacy' and the increase of individual privacy, as the child becomes more and more independent e.g. babies wear nappies, toddlers need help from adults, young children are often supervised, and older children start developing the desire for privacy and total independence.

7.3 Healthy Living:

- Exercise, diet – care for your body.
- Disease and its spread.
- Immune systems – discussion of HIV/AIDS as an illness in the community. The meaning of the 'red ribbon' – acknowledgement of Aids Day.
- Caring for people who are ill.

7.4 Relationships:

- Peer pressure and wanting to be the same as others/acceptance within peer group.
- Making independent decisions and becoming autonomous.
- Discussion on popularity and leadership.
- Making friends. What is a friend? Keeping Safe.
- Why we need adults to look after us.
- Adventuring out alone – going to shops.
- Stranger danger. Does deafness make a difference? Making sensible decisions – asking for help.

7.5 Behaviour

- Good and bad touches. To recognise the feelings that happen when we are in an unsafe situation.
- Types of touches: punching, hitting, cuddling etc.
- Places to be touched: appropriacy, cultural differences, gender differences.
- The right to personal space.
- Privacy.

8.1 Puberty (Single sex groups taught with a teacher of the same sex):

Physical Changes:

- Understanding the physical, emotional and social changes taking place in their bodies and feelings.
- Masturbation.
- Caring for your body and personal hygiene.

8.2 Emotional Changes:

- Desire for independence.

- Possible feelings of anger or emotional change.
- Changing attitude to peers.
- Differences of same sex and opposite sex friendships.

8.3 Menstruation (Single sex groups):

- What is happening in the body and why.
- Sanitary protection.
- Privacy.

8.4 Reproduction (Single sex groups):

- Human reproduction and contraception i.e. condom, pill.
- The range of adult relationships, which will include homosexuality, single parent families, marriage.
- Cultural expectations.
- Cultural and religious variation.
- Growing into adulthood.
- Decision making.

8.5 Relationships:

- Dealing with peer pressure.
- Keeping healthy/safe.

8.6 Sex & the Law:

- Legal age of consent.
- The law in context with the family.
- Parental views on sexual activity of young people, and young people's views.

3. Organisation of Sex Education

- Timetabled: Specific times allocated for Sex Education work.
- Daily life of the school: Issues arise and need to be dealt with in response to the event (i.e. births, weddings, separation, divorce, single parents)

4. Who teaches Sex Education

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty

How is RSE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality and do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head teacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their sex, gender, gender identity, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.
- When we teach about bullying in Years 5 and 6, we cover all types of bullying and discriminatory language, including bullying based on race, religion, disability, **sex**, gender, **gender identity**, gender reassignment and sexual orientation. They also learn what homophobic, biphobic and transphobic bullying mean.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, as well as understand and respect the diversity of different families, When as: single parent families; recently divorced parents; parents who are married, parents who are not married, lesbian, gay, bisexual or transgender parents; children living between two homes; in foster homes; in residential homes and being brought up by relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships, for family life and bringing up children.

5. Assessing RSE

Pupils' progress in RSE is assessed as part of the assessment of science and PSHE.

6. Monitoring & Evaluating RSE

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. \Pupils

and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE and Citizenship.

7. Training staff to deliver RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up to date training to teach RSE and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden Health and Wellbeing Team and other organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

8. Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil will disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Class teachers need to be aware that they cannot promise confidentiality to a child. If children offer information regarding inappropriate sexual experiences during Sex Education lessons the class teacher must follow our Child Protection Procedures and report the incident to the Headteacher.

9. Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and inclusive education and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Including a summary of the content and organisation of RSE in the school brochure
- Giving parents the content of the RSE teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a class meeting to discuss the RSE programme
- Inviting parents and carers to a general meeting or workshop to discuss RSE in the school and help them talk to their children about growing up
- Providing materials for parents to use when talking about RSE with their children
- Providing information on RSE for the Parent's Notice board, and making available a paper copy of the policy for any parent and carer that would like a copy
- Consulting parents on the RSE policy when it is reviewed
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the RSE curriculum, they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

10. Disseminating the policy

A copy of this policy is on the school website. It is included in the;

- Staff Handbook
- Governor Handbook

A summary is included in the school prospectus and on the Parent's notice board. Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents are informed through the newsletter and school's website.

11. Key contacts

- PSHE and Citizenship Co-ordinator: Katherine O'Grady-Bray
- Governor with a lead on RSE: Nicola Bailey
- Designated Safeguarding Lead: Dani Sive

12. Document Control

Last Review	Autumn 2020
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