

**Stanley Grove
Primary Academy**
Bright Futures EDUCATIONAL TRUST



Stanley Grove Primary Academy

Relationships and Sex Education (RSE) Policy

1. Introduction – context

Stanley Grove Primary Academy is situated in Longsight and serves a diverse population of children and families in the area.

2. School Background

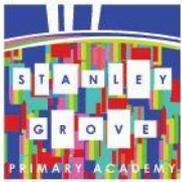
Stanley Grove Primary Academy is a large primary school close to the City Centre. We serve a diverse community and we endeavour to make sure that sex and relationships education meets the needs of all children within our community.

3. Ethos and Values

Every pupil should be offered their full entitlement to RSE* regardless of their gender, race, ethnicity, faith or sexual orientation. Our values reflect that in our multi-cultural, multi-faith and diverse society, it is important that RSE responds to the range of needs and experiences of all children within the school and is sensitive to the needs of all groups in relation to RSE.

The school ethos and values regarding sex and relationship education are in line with the Sex and Relationship Guidance 2000, the Sex Education Forum Supplementary Guidance 2014 and also BFET Sex and Relationships Education Policy 2012.

- The Trust has a responsibility for each Academy to deliver a curriculum that includes SMSC (spiritual, moral, social and cultural) to all pupils.
- Sex education should not be left to chance and is a responsibility shared with parents/carers and families.
- All pupils should have access to accurate knowledge of health issues and the associated risks with this subject.
- Parents/carers are reminded that they may exercise their right to release pupils from personal and social education and religious studies lessons dealing with sex education, although all pupils are expected to attend National Curriculum lessons in Science.
- Parents/ carers will have the opportunity to discuss their wishes with the Head of School/ Executive Principal.
- RSE aims to prepare children for the responsibilities of later life.
- RSE curriculum will reflect the values of our school/SMSC programme and will be taught in the context of relationships.
- RSE will place children at the heart of the teaching and will ensure that their health and well-being is maintained.
- RSE will encourage children to explore faith, cultural perspectives and sexuality in a respectful way.



- RSE will aim to empower, enable and encourage young people to make informed decisions about their own personal relationships
- RSE will be delivered as a whole school approach to ensure that every child has opportunity to have the same level of understanding and will equip children and young people with the skills necessary for transition in to adulthood.

4. Aim and Objectives

- To equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty.
- To prepare children for the physical and emotional changes of puberty and the transition into adulthood.
- To encourage the capacity to make decisions in managing relationships so that choices are informed, responsible and appropriate and minimise any risks to the individual.
- To discuss, openly, moral values and explore those held by different cultures and groups.
- To encourage honesty and respect in all relationships and nurture sensitivity to the needs and feelings of others.
- To prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities.
- To help equip pupils to develop fully as emotionally mature human beings.
- To promote understanding of the emotional and physical changes around puberty and develop and raise self-esteem.
- To investigate strategies for pupils to be accountable for their own behaviour.

5. Content / Curriculum

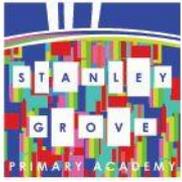
The school's RSE programme uses the Growing and Changing Together curriculum 1-6 devised by Manchester PCT / Manchester Health Professionals. The content covers all of the statutory requirements for RSE, required as part of the National Curriculum for Science, and is delivered to all children from years 1-6. Alongside this the school recognises that sex education should be more than solely science if it is to meet children's needs.

a) Curriculum

The minimum statutory requirement for RSE is that schools must deliver the National Curriculum for Science to all children within school:

National Curriculum Science – Sex and Relationship Education (statutory)

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those that specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further.



Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

b) National Curriculum SMSC – Sex and Relationship Education (non-statutory)

In addition to the Science National Curriculum, SMSC provides an appropriate vehicle for RSE. A planned and co-ordinated approach to SMSC can provide an appropriate framework for RSE to take place, providing pupils with a consistent message.

The national Sex and Relationship Education Guidance (DfEE, 0116/2000 and Supplementary Guidance 2014) advises schools on the themes that should be covered in RSE to support pupils through their physical, emotional and social development.

Detailed below is recommend content for non-statutory sex and relationships education as part of SMSC.

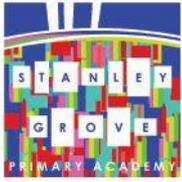
Key Stage 1

- Respect their own bodies
- Private parts
- Differences between males and females
- Naming body parts
- Where babies come from

Key Stage 2

- The physical and emotional changes of growing up
- Similarities and differences between male and females
- Coping with emotions
- How to be healthy and safe
- Love and different kinds of relationships
- Gender stereotypes and homophobia
- Puberty and sexual feelings
- Conception and how babies develop

<http://www.sexeducationforum.org.uk/media/17706/RSEadvice.pdf>



6. Teaching

In Stanley Grove Primary Academy, the delivery and content of RSE is carefully planned and delivered by members of staff and health professionals.

The lessons follow the Growing and Changing Together curriculum and are delivered by a trained teacher, and where possible, teachers are supported by Healthy Schools Specialist on RSE or by a School Nurse.

The lessons are delivered in discrete SMSC lessons and adhere to the scheme of work provided through NHS Healthy Schools.

7. Monitoring and Reviewing

RSE it is monitored on an annual basis by the SMSC Lead in the school to ensure that the content is relevant for the pupils at Stanley Grove Primary Academy.

8. Implementation

a) Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate are agreed with governors, staff and parents prior to any delivery-taking place.

At Stanley Grove Primary Academy:

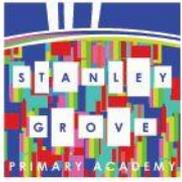
- We use specific ground rules for this work, which clarifies boundaries for children.
- We clarify that personal questions should not be asked and no one will have to answer any.
- We use the "Ask it Basket" as a technique to filter appropriate and inappropriate question
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

b) Dealing with difficult topics

At Stanley Grove Primary Academy, we use the Growing and Changing resources and cover the content as described in the lesson plans.

We are aware other topics may arise will respond by using the 'dealing with questions' guidelines above. Topics that may arise and will be dealt with (according to age appropriateness) are listed below:

- Puberty changes
- Masturbation
- Bullying



- Gender and sexual orientation
- Same sex families
- Female Cutting / Female genital mutilation
- Pornography
- Sexting
- Lesbian, gay, bisexual and transgender sexuality
- Arranged marriages

c) Working with Parents

At Stanley Grove Primary Academy we work very closely with the school community. The school publishes the RSE policy on the website, which is freely available to parents. Every year the school informs parents when the curriculum is being delivered and invites parents to view the resources used within school.

*Parents are informed that they have the right to withdraw their children from the non-statutory elements of sex and relationships education covered as part of SMSC. In the situation where children are withdrawn from RSE lessons, the school will find alternative provision for those children.

9. Relationship with other policies

a) SMSC (spiritual, moral, social and cultural)

Sex and Relationship Education sits within of the SMSC curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's SMSC Policy.

b) Child Protection

If any disclosure occurs during a RSE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection/Safeguarding.

c) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice.

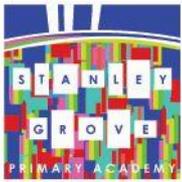
Key issues we stress on confidentiality in RSE are

- Reassuring children that their interests will be maintained
- Encouraging children to talk to their parents / carers
- Ensuring that children know that teachers cannot guarantee complete confidentiality but that they will know first if it must be broken
- Ensuring children are informed of sources of confidential advice

10. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies. Teachers have the right to opt out of teaching RSE if they feel uncomfortable with the topic.

11. Policy, Leadership and Management



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Governors, in consultation with the Head of School/ Executive Principal, have a statutory responsibility for RSE in the school.

The school's governing body has agreed the RSE policy and resources used.