

RELATIONSHIP AND SEX EDUCATION POLICY

RESPONSIBILITY FOR REVIEW
DATE OF APPROVAL: 9.6.16

OUR VALUES

At Dixons Manningham, we are committed to ensuring that all pupils are offered a comprehensive programme of Relationship and Sex Education (RSE). We believe that high quality RSE is an essential part of schooling, integral to pupils' safety and healthy development, preparing them for adult life. The development of friendships, awareness of and skills to tackle bullying and the building of self-esteem are given high priority in this provision.

THE PURPOSE OF THIS POLICY

- Promote the spiritual, moral, cultural, social, mental and physical wellbeing of pupils so that all may be safe, enjoy and achieve.
- Prepare the pupils for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society.
- Encourage health-promoting and keeping safe behaviours.
- Complement and be supportive to the role of parents and have regard to parents' views about its content and presentation.
- Ensure pupils have the information to make informed, healthy and safe life choices which respect themselves and others.

THE SCOPE OF THIS POLICY

The RSE programme will reflect the school's ethos, demonstrating and encouraging the following values:

- personal responsibility in all forms of behaviour
- self-esteem and confidence
- respect and consideration for others
- provide support and information for young people and their parents

PROCEDURES

At Dixons Manningham, we follow the National Science Curriculum. Within the Science and PHSCE topics, elements of RSE are taught at an age appropriate level.

The PSHE curriculum Summer Term 1 unit for all year groups addresses Relationships comprehensively (see Appendix 1). The overall aim of this is to ensure children are safe and have the information needed at the pertinent time in order to build good relationships with others.

Aspects of RSE are taught across all PSHE units. (see Appendix 2).

Throughout the PSHE curriculum, there is a clear safeguarding dimension (See Appendix 3).

Where possible we use books to discuss topics such as: same gender relationships, non-gender conformity, physical and learning disabilities, religious discrimination and racial prejudice (see Appendix 4). These books help us to address current issues in a non-judgemental manner.

Year 5 and 6 RSE – Puberty

Some of these sessions are taught in single sex groups. For pupils with an EHCP who may be unable to access the learning, discussions will be held with parents and other professionals as appropriate on how best to cover the curriculum.

Members of staff deliver the sessions and are supplemented as appropriate by the School Nurse and colleagues. This programme is updated and reviewed annually.

Any disclosures made during a session are dealt with in line with the school's safeguarding procedures.

Information

The school will inform parents when their child is due to receive specific input relating to puberty: all parents will have the opportunity to raise and discuss any concerns they have.

The Parental Right of Withdrawal from lessons where these issues are being addressed

By working closely with parents, we share the materials prior to pupil sessions alongside the School Nurse. Parents are welcome to ask questions at this point which usually results in all children attending in the sessions.

Parents do have the right to withdraw their children from the relationship education although not from those elements which are in National Curriculum Science. If a parent wishes to withdraw a child from these classes, they are asked to discuss it with the Principal to be clear about what the pupil will be withdrawn from. It should be made clear, however, that if pupils who are withdrawn from relationship and sex education ask questions at other times, these questions will be answered honestly by staff.

Use of Outside Visitors

The School Nursing Team and linked agencies are involved in delivering the puberty aspects of the Relationship and Sex education programme.

Appendix 1 - PSHE Relationships Unit Overview

EY	<p>ELG I show sensitivity to others</p> <p>ELG I take account of one another's ideas about how to organise my activity. I show affection and concern for people who are special to me. May form a special friendship with another child</p> <p>ELG - I play co-operatively. I take account of other's ideas about how to organise an activity. I show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>
Year 1	I can tell you why I appreciate someone who is special to me and express how I feel about them.
Year 2	I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.
Year 3	I can explain how some of the actions and work of people around the world help and influence my life and can show awareness of how this could affect my choices.
Year 4	I can explain different points of view on specific issues and express and justify my own opinion and feelings on this.
Year 5	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.
Year 6	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.

Appendix 2 - RSE Specific Content within PSHE Curriculum

EY	Identifying and respecting differences and similarities between people. → Keeping themselves and their bodies safe. → That humans have babies which grow up to be children and then adults.
Year 1	I can identify the parts of the body and use the correct names for these. I respect my body and understand which parts are private.
Year 2	I appreciate that some parts of my body are private. I can tell you what I like and don't like about being a boy/girl.
Year 3	I appreciate that some parts of my body are private. I can tell you what I like and don't like about being a boy/girl.
Year 4	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.
Year 5	How the body changes during puberty How to keep your body clean and healthy when approaching puberty How emotions change when approaching puberty How to deal with feelings appropriately
Year 6	I can express what I'm looking forward to/what worries about Year 7 transition and growing independent/ becoming a teenager.

Appendix 3 Safeguarding dimension to RSE within PSHE Curriculum

EY	I can say how I show different feelings. I can talk about my own and others behaviour and the consequences it may have. I know what behaviour is not acceptable. I can work as part of a group/class. I understand and follow the rules
Y1	To identify ways to keep my body healthy and safe. To respect my body and understand which parts are private. I can explain how to stay safe when using technology to communicate with my friends.
Y2	To respect my body and understand which parts are private. I can explain how to stay safe when using technology to communicate with my friends.
Y3	To identify things, people and places that I need to keep safe from and to tell you some strategies for keeping myself safe including who to go to for help I can explain how to stay safe when using technology to communicate with my friends.
Y4	To recognise when people are putting me under pressure and can explain ways to resist this. To identify feelings of anxiety and peer in association with peer pressure. I can explain how to stay safe when using technology to communicate with my friends.
Y5	Explain the different types of bullying. To be aware of how to help children who are being bullied. I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressure to use technology in ways that may be risky or cause harm to me or others. I can describe how bodies change during puberty and can express how I feel about the changes
Y6	I can recognise when people are trying to gain control or power. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I can evaluate when drugs are being used responsibly and irresponsibly. I can describe how bodies change during puberty and can express ow I feel about the changes

Appendix 4 Recommended Booklist:

This booklist is used across the curriculum. It helps us to examine issues without being confrontational. Below is a brief synopsis of each book and some suggestions for discussion starting points.

	Same gender Relationships - Homophobia	Gender non conformity	Physical / Learning Disability	Religious Discrimination	Racial prejudice
EY	<p>Understanding <i>Where's My Teddy?</i> Jez Albrough</p> <p>Whilst Eddie's looking for his lost teddy; he comes across a very large teddy bear in the woods. Then he spots a gigantic bear with a tiny teddy. The big bear and Eddie both realise they've got each other's teddies but being scared of each other, they grab their own teddy and run back to their own beds, where they cuddle up close to their teddies</p> <ul style="list-style-type: none"> • Does size matter? • Do we all need cuddles? • What makes something scary? • Why is it comforting to have a teddy bear? • Why do some places feel safe, whilst others feel scary? 			<p>Acceptance <i>Clever Sticks – Bernard Ashley</i></p> <p>Ling Sung doesn't like school. The other children can do things that he can't. But Ling Sung soon finds out that there is something very special that only he can do...</p> <p>Terry can tie up his shoes – Ling Sung can't. Manjit can write her name but Ling Sung's letters go all wrong and Sharon can button up her coat perfectly. Ling Sung doesn't want to go back to school every again. But the next day at biscuit time Ling Sung does something amazing...</p> <p>He uses two paintbrushes as chopsticks to pick up the biscuits.</p> <ul style="list-style-type: none"> • Are we all the same? • Is it okay to be different? • How are we different from one another? • How do we show that we care about everyone? • What can we do that is special? 	
Y1		<p><i>In Jacob's New Dress</i> - Ian and Sarah Hoffman</p> <p>There are lots of different ways to be a boy</p> <ul style="list-style-type: none"> • Some children say that boys can't wear "girls'" clothes – but why not? Do you agree? 	<p><i>Susan Laughs – Jeanne Willis</i></p> <p>Susan laughs, sings, flies and swings In fact she is no different from any other child....</p> <ul style="list-style-type: none"> • What kind of girl is Susan? • Is she like you? (<i>Ask this question at different intervals throughout the book and then at the end.</i>) • What did you think children in wheelchairs could do? • Why do you think she is in a wheel chair? • Are children in wheelchairs different from you? 		
Y2		<p><i>Morris Micklethwaite and the Tangerine Dress</i> - Christine Baldacchino/Isabelle Malenfant</p> <p>Rather than presenting an overt message about gender identity, the book provides a subtle and refreshing glimpse at a boy who simply likes to dress up.</p> <ul style="list-style-type: none"> • Lots of people describe Morris as brave: would you? • Why? • What do you think about the way the 		<p><i>The Sneetches – Dr Seuss</i></p> <p>The Star- bellies Sneetches think they're much better than the plain- bellied Sneetches. But they are about to discover is that it's what's inside that really matters.</p> <ul style="list-style-type: none"> • Are some types of people better than other types? • Is it OK to be different? • How are people different from each other? • How are you different from other people/ how are you the same? 	

		<p>other children treated M during the week?</p> <ul style="list-style-type: none"> How did this change the next Monday? 		
Y3	<p>And Tango Makes Three – Justin Richardson/ Peter Parnell</p> <p>There are all kinds of families in the zoo. Tango's family is not like any other. This is a true story about two male penguins who brought up an orphaned penguin within a caring family unit.</p> <ul style="list-style-type: none"> Roy and Silo are a little bit different from the other penguins in the zoo. What does it mean to be different? Why is it sometimes good to be different? Think about Roy and Silo and their behaviour in the book, both with each other and with Tango. How is penguin behaviour similar to the behaviour of humans? How is it different? 			<p>Tusk Tusk - David McKee</p> <p>Once elephants came in two colours: black or white. They loved all creatures but hated each other. So they went to war. All the peace-loving elephants ran into the jungle to hide. Meanwhile the black and white elephants continued to fight until they were dead. After many years, the grandchildren of the peace-loving elephants emerged from the jungle a new colour of grey. But recently, the big eared elephants have started giving the small eared elephants strange looks.</p> <ul style="list-style-type: none"> Does colour matter? Why do we fight? Is it wrong to hate others? If we were all the same, would there still be conflict? Is war inevitable?
Y4		<p>The Boy in the Dress – David Walliams</p> <p>Dennis lives in a boring house in a boring street in a boring town. "It's a metaphor, really," says the author Walliams, who, let's face it, has past form when it comes to wearing lady-clothes. "It represents the colourful, artistic, creative, gentle and affectionate side of Dennis's life that disappeared when his mum left the family home."</p> <ul style="list-style-type: none"> School life is about conformity, about being the same as everyone else: is Dennis the same as everyone else? Are you? What is good about being different? What is problematic about differences? 		<p>Henry's Freedom Box – Levine/ Nelson</p> <p>Henry Brown doesn't know how old he is. Nobody keeps records of slaves' birthdays. All the time he dreams about freedom, but that dream seems farther away than ever when he is torn from his family and put to work in a warehouse. Henry grows up and marries, but he is again devastated when his family is sold at the slave market. Then one day, as he lifts a crate at the warehouse, he knows exactly what he must do: He will mail himself to the North. After an arduous journey in the crate, Henry finally has a birthday – his first day of freedom.</p> <ul style="list-style-type: none"> Is it fair to enslave someone? Should people be judged differently because of the colour of their skin? Why does racism

Y5			<p>Wonder – R J Palacio*</p> <p>This book tells the story of ten-year-old August. The boy was born with a face that horrifies most who look upon it. Over the years, he had countless surgeries, so he was home-schooled. Now, he's about to enter the fifth grade in a regular school. This story is told from his perspective as well as from his sister's, her boyfriend's and friends' perspectives</p> <ul style="list-style-type: none"> • What do you think of the line 'Don't judge a boy by his face' which appears on the back cover of the book? Did this affect how much you wanted to read the story? How much did this line give away about the story you were about to read? • Star Wars is one of Auggie's passions. Why do you think this is? Do you see any reasons for Auggie to identify with these characters, or to aspire to be like them? 		<p>occur?</p> <p>The Conquerors David McKee</p> <p>There's a very large country that's ruled by a general with a very strong army. They used force to attack other countries until there was only one country left that hadn't been conquered. It was a small country, with no army. The people were very welcoming and soon the soldiers had involved themselves in this new culture. On return home the general found that his own country had changed and had adopted many of the ways of the small country he had 'conquered'.</p> <ul style="list-style-type: none"> • Do ignorance and arrogance always come together? • Is every society a multicultural one? • What is the difference between influencing and conquering? • Is friendship a greater force than intimidation? • Does anyone have the right to tell others how to live their lives?
Y6	<p>Hitler's Canaries – Sandi Toksvig</p> <p>Hitler's Canary is based on the experiences of Sandi Toksvig's father and the stories he used to tell her as she was growing up. It is the tale of Bamse, a nine year old boy who lives in Copenhagen with his famous actress mother, set designing father and older brother and sister. It is the night of an after-show party at the Royal Copenhagen Theatre and Bamse wakes up as the Nazis are invading Denmark. Told through the eyes of Bamse we see how the Danes react to occupation – including making fun of the Nazi soldiers, and in some cases, befriending them.</p> <ul style="list-style-type: none"> • <i>People are not all good or all bad – what do you think about his in relation to the book?</i> • Explore the character of Bamse's mother's costumer, Thomas, <i>one of the books</i> 			<p>Awful, Falafel - Firoozeh Dumas*</p> <p>In 1978 Cindy, an American Muslim, starts a new school in a new area and both she and her family experience nasty incidents caused by religious and racial hatred.</p> <ul style="list-style-type: none"> • Does religion encourage hatred or discrimination? • How should we treat people who are new to our community? • Why? 	

	<i>most haunting characters and the book's real hero.</i>				
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