

# Highweek Primary School Relationships and Sex Education (RSE) Policy



<b><u>Responsibility:</u></b>	Headteacher
<b><u>Reviewed:</u></b>	May 2021
<b><u>Next review date:</u></b>	
<b><u>Key legislation:</u></b>	DfEE 0116/2000 Sex and Relationship Education Guidance <a href="#">DfE June 2020 Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance.</a>
<b><u>This policy should be read in conjunction with:</u></b>	PSHE policy

## **Rationale and ethos**

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Highweek Primary School considers Relationships and Sex Education (RSE) as an integral part of the Personal, Social and Health Education (PSHE) and recognises the strong links with the Science curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

The objective of RSE is to help and support young people through their physical, emotional and moral development and to educate children to respect themselves and others to ensure they can transition, with confidence, from childhood through adolescence and into adulthood. We see RSE as a lifelong learning journey where you acquire information, develop self-confidence and form a positive understanding with regards to relationships and emotions. We believe RSE is important for our pupils and our school because it can make a significant contribution to the development of the personal skills needed by pupils. It also enables young people to make responsible and informed decisions about their health and well-being. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of puberty. It is not about the promotion of sexual orientation or sexual activity.

Government guidance states that Relationship Education and Health Education will be mandatory in all primary schools in England from summer 2021. Health Education and Mental Wellbeing includes teaching about puberty, the changing adolescent body, and the menstrual cycle. Relationships Education, Health Education and the Science curriculum work together to

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protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Teaching within Physical Education and Computing will also support children to receive the statutory strands of PSHE. This policy covers our school's approach to the delivery of good health, relationships and sex education across the Key Stages and fulfils the statutory requirements of the National Curriculum. It is set within the overall teaching and learning ethos and values of our School. It was produced by the subject coordinator through consultation with school staff and governors.

#### **Legislation/statutory guidelines**

We are required to teach relationships education as part of the statutory guidelines. Current regulations and guidance from the Department for Education state that 'the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- safeguarding guidance (2016)
- Children and Social Work Act (2017)

#### **Aims and Outcomes**

It is our aim to provide children with the confidence and knowledge to live in the modern world with informed and moral values. We believe that Relationships and Sex Education in our School will be developmental and a foundation for further work in the secondary school.

In line with the DfE document Sex and Relationship Education Guidance (2000) our RSE teaching will:

- promote the spiritual, moral, cultural, mental and physical development of pupils
- prepare pupils for opportunities, responsibilities and experiences of adult life.

Our RSE teaching aims to help children understand such concepts as growing and changing, the life cycle, puberty and reproduction. Through this our children will be helped to understand their bodies, how they are growing and changing and how they will change in the future. It is also about emotions, relationships, responsibilities and how we care for each other. We aim to enhance the social and emotional development of the children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

#### **Objectives**

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The Relationships and Sex Education programme will reflect the School ethos, modelling and encouraging the following values:

- caring for my lifestyle
- caring for one another

We want to:

- complement and support the role of parents and carers
- keep parents and carers well informed of policy and policy changes

### **Curriculum Organisation**

Teachers will use the Christopher Winter Project (CWP) scheme of work *Teaching SRE with Confidence in Primary Schools* to provide information which is easy to understand, relevant and appropriate to the age and maturity of pupils. This programme will encourage pupils to develop the skills of empathy and to talk about feelings and relationships as well as the exploration and clarification of values and attitudes.

Using a spiral curriculum, the CWP scheme of work comprises three lessons for each year group with a fourth lesson in Year 6 on internet safety and communication within relationships. Teachers will deal factually, honestly and clearly with the children's questions about physical differences between the sexes and about human reproduction, as these questions arise. In Reception we will focus on daily routines, keeping clean and families. From Year 1 pupils will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. From Year 4 they will begin to consider puberty and learn to recognise unsafe and risky situation and how and where to ask for help. Exploration of their own emotions and relationships will also occur through whole-school implementation and use of Emotional Logic.

### **Teaching and Learning**

All teachers will be involved in the delivery of our RSE education. The content of the Christopher Winter Project encompasses the following considerations:

- physical development
- emotional development
- social development
- self esteem
- family relationships
- relationships with friends
- human reproduction and genetic inheritance
- child development
- gender roles and stereotyping
- practical skills – decision making, listening etc...

We believe that these areas are appropriate to the needs of our children.

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We aim to ensure that RSE is information based but will also include the exploring of feelings, attitudes and values whilst developing communication skills. The learning intentions will be as follows.

### EYFS

Lesson 1 - To consider the routines and patterns of a typical day

Lesson 2 - To understand why hygiene is important

Lesson 3 - To recognise that all families are different

### At Key Stage 1 pupils will be taught:

#### Year 1

Lesson 1 - To understand some basic hygiene principles

Lesson 2 - To introduce the concept of growing and changing

Lesson 3 - To explore different types of families and who to ask for help

#### Year 2

Lesson 1 - To introduce the concept of male and female and gender stereotypes and to identify differences between males and females

Lesson 2 - To explore some of the differences between males and females and to understand how this is part of the lifecycle

Lesson 3 - To focus on sexual difference and name body parts

### At Key Stage 2 pupils will be taught:

#### Year 3

Lesson 1 - To explore the differences between males and females and to name the body parts

Lesson 2 - To consider touch and to know that a person has the right to say what they like and dislike

Lesson 3 - To explore different types of families and who to go to for help and support

#### Year 4

Lesson 1 - To explore the human lifecycle

Lesson 2 - To identify some basic facts about puberty

Lesson 3 - To explore how puberty is linked to reproduction

#### Year 5

Lesson 1 - To explore the emotional and physical changes occurring in puberty

Lesson 2 - To understand male and female puberty changes in more detail

Lesson 3 - To explore the impact of puberty on the body & the importance of hygiene

#### Year 6

Lesson 1 - To consider puberty and reproduction

Lesson 2 - Consider physical & emotional behaviour in relationships

Lesson 3 - To explore the process of conception and pregnancy

Lesson 4 - To explore positive and negative ways of communicating in a relationship

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### **Ensuring a safe learning environment and dealing with difficult questions**

RSE will be taught in an environment where all pupils feel safe and able to ask and answer questions. Ground rules, which are agreed by both teachers and pupils, are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. This allows children to raise questions anonymously and to ensure teachers have time to seek support on how to answer difficult questions if needed. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs either by referring them to their parents or having a quiet word after the lesson. All staff teaching RSE will be supported by the PSHE coordinator, the PSHE association and the CWP scheme.

### **Equal Opportunities**

In implementing our programme the school recognises that all pupils, irrespective of gender, race or ability are entitled to take part in the activities planned, unless parents and carers have chosen to withdraw their child from an aspect of the RSE programme. All pupils have a right to have their questions answered honestly in the context of their own level of understanding.

### **Confidentiality and Child Protection**

Teachers will be aware that effective sex and relationship education brings an understanding of what is and is not acceptable in a relationship and that this may lead to a disclosure of a child protection issue. The staff member will follow the school's safeguarding policy, informing the Head of School or any of the other designated safeguarding leads.

### **Working with parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school sex education policy and practice
- Invite parents to see any relevant images, videos and other resources that will be shown to the children
- Answer any questions parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in our school

It is statutory for all children to participate in Relationships Education, Health Education and Science. Parents and carers have the right to excuse their child from RSE lessons that are outside of the statutory National Curriculum and they will be contacted before their child receives these lessons in UKS2. If a parent wishes to excuse their child, the Head Teacher and PSHE lead will be in contact to ensure the parent can make an informed decision.

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### **Monitoring and Evaluation**

Teachers will carry out initial assessments to find out what children know and understand prior to teaching a lesson. This is particularly relevant in Year 5 and 6, where some children will have already started puberty and may therefore need more targeted information to address specific issues.

Where appropriate, evidence of RSE will be recorded by the children in Learning Journals.

The policy will be formally reviewed every three years, unless further legislation or guidelines initiate a more immediate response. Reviews will involve consultation with parents, governors, staff and children.