

St Levan Primary School

where all children SHINE-for life

Relationships and Sex Education Policy - September 2016

Relationships and Sex Education is the right and responsibility of the parents. The school provides Relationships and Sex Education (RSE) to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its curriculum with regard to RSE they have a right to withdraw their child/children from those aspects of relationships and sex education not covered by the National Curriculum Science Order (NCSO).

Defining Relationships and Sex Education

It is a lifelong learning about physical, moral and emotional development. At St Levan we stress the importance of relationships in learning about sex education. RSE is about the understanding of the importance of stable loving relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. This would be inappropriate teaching. (DfEE Guidance 0116/2000) Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by the children 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.

The aims of Relationships and Sex Education

Based on the above definition the aims of Relationships and Sex Education in St Levan Primary School are to:

- ❖ enable our children to begin to understand the nature of human relationships
- ❖ enable children to see the importance of stable loving relationships for family life for the bringing up of children
- ❖ prepare children for the changes that occurs to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

We have three main elements, all of which are important for a balanced Relationships and Sex Education Programme:

Attitudes and values:

- ❖ learning the importance of values, individual conscience and moral considerations
- ❖ learning the value of family life and stable and loving relationships for the nurture of children
- ❖ learning the value of respect, love and care
- ❖ exploring, considering and understanding moral dilemmas
- ❖ developing critical thinking as a part of decision-making.

Personal and social skills:

- ❖ learning to manage emotions and relationships confidently and sensitively
- ❖ developing self respect and empathy for others

- ❖ learning to make choices based on an understanding of difference and with an absence of prejudice
- ❖ developing an appreciation of the consequences of choices made
- ❖ managing conflict
- ❖ learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

- ❖ learning and understanding physical development at appropriate stages
- ❖ understanding human sexuality, reproduction, sexual health, emotions and relationships
- ❖ learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

Content of the School's Sex and Relationships Education Programme

The content of the schools programme is based on the National Curriculum Science Order and the non statutory guidance for PSHE/Citizenship contained in the National Curriculum Handbook for Teachers (see Appendix A)

DfEE's Guidance 0116/2000 - 3.3

At primary school level Relationships and Sex Education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- ❖ develop confidence in talking, listening and thinking about feelings and relationships
- ❖ are able to name parts of the body and describe how their bodies work
- ❖ can protect themselves and ask for help and support
- ❖ are prepared for puberty.

(National Curriculum Science KS1 and KS2)

The delivery of Sex and Relationships Education

In this small school, relationships between staff, parents and pupils are often very close. The school recognises that RSE must be taught at both Key Stages and not left until Year 6. RSE should not be delivered in isolation but be firmly embedded in all curriculum areas, including PSHE and Citizenship. There is recognition that pupils need to be prepared to face the challenges of growing up yet preserve the 'innocence of childhood'. All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's 'Positive Behaviour Management Policy'. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work. Where specific sex education occurs in KS2, which is outside or beyond the National Curriculum Science Order, all members of staff working with this age group will have been appropriately trained. It is recognised that teachers in this school are best placed to deliver RSE, given their knowledge of the specific needs of their pupils. They do this with the support of other agencies, such as the school nurse and the RSE support worker from the Healthy Schools project. The head teacher is responsible for the monitoring of RSE within the school's curriculum.

Methods of teaching and resourcing

Sex and Relationships Education is normally delivered by teachers in mixed age gender groups and on occasions it will be more appropriate for topics to be covered in single sex groups with older children.

In the delivery of RSE teachers will use a variety of teaching methods and resources. These will include discussion, research and presentation and a wide variety of materials including videos and books which are age appropriate, taking into account developmental needs of individual children. Parents are welcome to view these materials and discuss with teachers methods of teaching and learning to be used.

Teaching staff will:

- ❖ ensure that RSE occurs in the school's curriculum according to the schemes of work for science and PSHE/Citizenship
- ❖ monitor the use of teaching and learning styles
- ❖ monitor the use of resources
- ❖ evaluate the effectiveness of the schools programme.

Dealing with sensitive issues

Teaching staff must be clear about their professional approach to this area of the curriculum. Where discussion sessions take place the Governors expect all staff and children to follow the protocols set out below:

- ❖ no staff member or child will have to answer a personal question
- ❖ no one will be forced to take part in a discussion
- ❖ only the correct names for body parts will be used
- ❖ meanings of words will be explained in a sensible and factual way
- ❖ staff may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

St Levan Primary School believes that RSE should meet the needs of all children mindful of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Confidentiality and Child Protection

As a general rule a child's confidentiality is maintained by the member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Child Protection Officer who takes action as laid down in the Child Protection policy.

Parental right to withdraw from Sex and Relationships Education

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for that part included in statutory National Curriculum Science Order. Those parents and carers wishing to exercise this right are invited to share their views with the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Monitoring and review

The Headteacher is responsible for monitoring the implementation of this policy and for seeking the views of staff, children and parents. The Headteacher will report to the governing body on the effectiveness of this policy.

This policy was approved by the full governing body in September 2016. It is due for review by September 2019.

Appendix A: Curriculum Statements for Relationships and Sex Education from the PSHE and Science Curriculum.

Key Stage 1 PSHE

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to make simple choices that improve their health and well-being
- To maintain personal hygiene
- To know how some diseases spread and can be controlled
- To learn about the process of growing from young to old and how people's needs change
- To know the names of the main parts of the body
- To recognise how their behaviour affects other people
- To listen to other people, and play and work co-operatively
- To identify and respect the differences and similarities between people
- To know that family and friends should care for each other.

Science

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognize and compare the main external parts of the bodies of humans
- That humans and other animals can produce offspring and that these grow into adults
- To recognize similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2 PSHE

- To talk and write about their opinions, and explain their views on issues that affect themselves and society
- To recognize their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To recognize, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- About how the body changes as they approach puberty
- To behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable
- That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view
- To be aware of the different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support.

Science

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle.

Appendix B: Specific Resources for RSE Key Stage 2

Video Programmes from the series '**Living and Growing**' a Channel 4 Production. Key Stage 2
--- Year 3 and Year 4

THEMES from Living and Growing – Unit 1

Programme 1. Differences

'living things' –

the difference between male and female –

feelings –

life cycles –

Programme 2. How Did I get Here ?

'growing and change from the point of view of the children –

considering themselves as babies and thinking about their future as adults –

the growth of the foetus during pregnancy –

Programme 3. Growing Up

Where do I come from ---

Life cycles –

growth and change –

relationships –

Key Stage 2 Year 5 and Year 6 THEMES from Living and Growing --- Unit 2 *Programme 4.*

Changes

explores the physical and emotional changes that take place at the onset of puberty

changes outside our control

changes within our control

reaffirms puberty as a normal and natural process

Programme 5 How Babies are Made

to explain how babies are made

to explore the idea of relationships, including friendships, parent, child and family relationships
and adult sexual relationships

Programme 6. How Babies are Born

reviews relationships and feelings and investigates roles and responsibilities.

focuses on the development of the baby in the womb

the needs of the baby and the mother before birth

Programme 7. Girl Talk

considers the physical and emotional changes that take place as girls go through puberty

addresses the concerns and worries of young women

makes boys more aware of the changes that occur as girls become young women

Programme 8. Boy Talk

considers the physical and emotional changes that take place as boys go through puberty

to address the concerns and worries of young men

to make girls more aware of the changes that occur as boys become young men