

Aims of our School

The school aims that all children:

- are independent learners
- are confident, adaptable and well-balanced
- value diversity and respect differences
- understand their responsibility to others
- are motivated and self-disciplined
- uphold the co-operative values

Defining Relationships and Sex Education (RSE)

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. It supports many aspects of children's development:

- **physical** development, for example how our reproductive systems work,
- **emotions**, like how to manage feelings, and
- the **social** side of it, such as positive and negative influences from friends.

The importance of RSE

All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

Growing up is a normal part of life but something that many adults find difficult to talk about. Adult embarrassment can stop children getting honest answers to their questions. Because of this, many children go through puberty without a basic understanding of how their bodies work. Children get information about relationships and sex from other sources, such as, the internet, adverts, magazines, television and friends. Some of the things they learn are unreliable and misleading, which can be confusing and frightening for children. As well as this, in the UK we have the highest rate of teenage pregnancy in Western Europe. **Children need to get reliable information about growing up, having babies and staying safe, from both their school and family.** National and international research shows that young people who receive good relationships and sex education at home and school, start sex later, have fewer sexual partners, use contraception and are less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

The aims of RSE at Nanpean School

- To enable our pupils to better understand the nature of human relationships.
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children.
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

Curriculum content

National Curriculum

RSE will be taught through compulsory science lessons and during PSHE (Personal, Social, and Health Education). Children will learn about RSE through the values and ethos of the school. RSE will also be taught as discrete RSE lessons in the Spring term.

Science

Key Stage 1:

- 1b) Animals including humans, move, feed, grow, use their senses and reproduce.
- 2a) Recognise and name the main external parts of the human body.
- 3f) That humans and animals can produce offspring and these grow into adults.
- 4a) Recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2:

- 1a) Life processes common to humans and other animals include nutrition, growth and reproduction.
- 2f) The main stages of the human life cycle.

PSHE

Foundation stage:

- People in my life, what they do for me, what I do for them
- My moods, e.g. feeling happy, sad, etc.
- Friendships
- Loss and mourning
- Keeping safe, identifying dangers, saying “no”
- My body and other people's bodies – similarities and differences
- Growth and development in people, animals and plants
- Ageing, how we know things are young, old, alive or dead.

Key Stage 1:

- Changes as we grow

- Different types of families
- Feelings in families, e.g. love, jealousy, etc.
- Getting on with each other, e.g. listening, sharing, etc.
- What makes me happy, sad, etc.
- What I like/do not like about others
- Keeping safe
- Care for self, e.g. hygiene, sleep and exercise
- Body parts and functions.

Key Stage 2:

- Feelings – things that make me happy, sad, embarrassed, scared, etc.
- Difficult situations e.g. teasing, bullying
- Changes in my body and in others
- How babies begin, are born and grow
- Family trees
- Keeping healthy – exercise, diet, etc
- Friendship, how we make and lose friends
- Making decisions – influences on me
- Keeping safe
- Varied lifestyles, difference and how we feel about difference.

Moral dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

RSE

Age 3–6:

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Age 7–8:

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Age 9–10:

At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about

puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

RSE has three main elements, all of which are important for a balanced RSE programme:

1) Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage 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 part of decision making.

2) 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.

3) 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.

Delivery of RSE

All staff members are responsible for teaching about modelling good relationships within the school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour and discipline policy. It is also the responsibility of staff to deliver the Science and PSHE elements of RSE.

Teachers/HLTAs will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:

- Discussions

- Drama and role play
- Research and presentation

Teachers/HLTAs will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the relationships and sex education of their children in the home. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into RSE.

Teachers/HLTAs need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is their responsibility to follow the school's policy in this matter.

Monitoring and evaluating RSE

The PSHE subject leader, Mrs C Wicks, is responsible for the overall coordination and monitoring of RSE within the school's curriculum.

Main responsibilities:

- a) To ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- b) To monitor the use of teaching and learning styles.
- c) To monitor the use of teaching materials.
- d) To evaluate the effectiveness of the schools programme.

Your Rights as a parent/carers

The majority of parents are very supportive of RSE: A NAHT (National Association of Headteachers) survey found that 88% of parents of school-aged pupils polled want RSE to be compulsory. This being said, parents/carers have the legal right to withdraw their child from some or all RSE lesson taught outside National Curriculum Science. If you wish to

withdraw your child, you will need to do so in writing to the headteacher. Once received you will be invited to a meeting, where the headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parent/carer. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided. Parents/carers will be given information about the lessons being missed so that they can fulfil the task of educating their child.

How can parents/carers help?

Talk:

- To your child. Ask them about lessons at school. Say what your views and values are. Answer their questions.
- To staff, especially if you have concerns. Initially talk to your child's classteacher; they might suggest you discuss the matter with the headteacher.
- To other parents/carers from your community and those with similar beliefs to yourself.

Listen:

- To your children, their questions and wishes.
- To staff to clearly understand the school's values and approach to RSE.
- To other parents/carers opinions and how they manage RSE with their children.

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Policy reviewed by: Carly Wicks

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