



# ST MAWES CP SCHOOL

## Relationships and Sex Education Policy

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The Governors, staff of St.Mawes Primary School feel it is important to support all pupils with Relationships and Sex Education. The aim is to work alongside parents when dealing with sensitive issues and parents may view materials to be used for more contraversal aspects of the subject. If parents wish to withdraw their child from the lessons they have the right to do so. This policy has been formed with parents, governors and staff.

**The staff who are delivering the curriculum are keen to offer a bespoke curriculum that responds to the size and genre mix of the group as these can be highly variable in a small school. The staff will exercise their personal judgement in delivering the RSE taking into account the individuals that make up the small cohorts and adjust delivery to meet the needs of the children. RSE will not be delivered by supply staff.**

### **Relationship and Sex Education (RSE)**

*It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage 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)*

### **The Aims of RSE Education**

Based on the above definition the aims of RSE in this school are:

- To enable our pupils to better understand the nature and variety of human relationships and the need for respect, love and care.
- To enable pupils to see the importance of family and stable loving relationships for the bringing up of children.
- To be tolerant and non-judgmental of the views and perceptions of others.
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To understand the scientific terms for body parts and the processes by which new life begins and grows.
- Provide pupils with sufficient insight to enable protective behaviour.

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In this school RSE has three main elements, all of which are important for a balanced RSE programme.

#### attitudes and values

- learning the importance of values and individual conscience and moral considerations.
- learning the value and variety of family life and how stable and loving relationships support 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.

#### 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
- learning how to recognise and avoid exploitation and abuse
- Understand the entitlement to privacy.

#### knowledge and understanding

- learning and understanding physical development at appropriate stages
- Learn the scientific names for body parts
- Learn about the need for personal hygiene and how to maintain it.
- Understand how new life is formed and how babies grow
- In year five and six look at the physical and emotional changes that occur during puberty to support transition into adulthood.
- Understand the basics of human reproduction and answer honestly questions that arise from pupils to dispel misinformation.

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### **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.

### **Content of the schools RSE programme**

The school has two main resources available for RSE education are Channel 4 Living and growing and the Tymothy Winters Project. There are also age appropriate leaflets from the Health Service.

#### *Content*

##### *Key Stage 1*

Animals including humans, move, feed, grow, use their senses and reproduce.

To recognise and compare the main parts of the bodies of humans and know the correct scientific terms.

That humans and animals can produce offspring and these grow into adults.

To recognise similarities and differences between themselves and others and treat others with sensitivity.

To understand the need for privacy and personal space.

The importance of hygiene.

To understand that humans need family groupings and that respect and care are essential for us all.

##### *Key Stage 2*

##### *Year 3 and 4*

Understand in modern Britain a variety of families exist and that strong caring relationships are necessary. Learn terms such adoption, foster, step family.

Learn about fertilisation in plants and animals. Learn how a sperm and an egg are needed for reproduction in humans and look at how a foetus forms and grows. Answer questions about growth, development and birth.

To recognise imagery can be unpleasant and the need for safe internet practice. To promote the right to privacy and enhance protective behaviour.

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## Year 5 and 6

To introduce the changes that will occur in puberty.

The menstruation cycle. If appropriate girls will have the opportunity to discuss this as a discrete group so they understand where to get support in school if needed.

To discuss the main stages of the human lifecycle.

To discuss the need for stable loving relationships in order to raise children and the variety of families that exist in Modern Britain.

To clarify, in simple terms, the sexual act and to answer questions honestly about adult human relationships.

To clarify that newspapers, adverts, magazines, internet and television contain images of sexual behaviour and references to sex. To help pupils put these into context and understand protective behaviours.

To recognise the dangers of sending images of themselves and others on the internet and the need for safe internet practise, including where to report concerns.

## **Monitoring and evaluating RSE**

The co-ordinator for PSHE has responsibility to:-

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

## **Dealing with sensitive issues**

As stated it is recognised that in a small school, such as this, teachers, parents and pupils have very close relationships, sometimes going over years. Therefore it is necessary that teachers are clear about their professional approach to this area of the curriculum. As such the governors expect teachers and pupils to follow the protocols set out below in sessions that are based on discussion.

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- slang names will be discussed but 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 his/her responsibility to follow the school's policy in this matter.

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### **Policy review**

The school's governing body forms the RSE policy and it will review this policy every three years from the date below. In reviewing the policy it will consult the following groups:

- parents
- staff

The school will do this by forming focus groups that will look at the policy and its effectiveness.

This policy addresses Gender Equality and an assessment has been made. Gender issues are addressed sensitively, particularly with regard to adolescence and sex education in Class 2.

*This policy was first written in Summer 1997.*

*This policy was updated on 30<sup>th</sup> November, 2001.*

*It was further improved to add the relationships section in Spring 2002.*

Reviewed Spring Term 2005 –

*Reviewed Summer 2007*

*Reviewed Spring 2009*

*Reviewed Spring 2013*

*Updated and approved by Parents, Staff and Governors September 2015*