



**"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." Mathew 7:12**

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

**What are we aiming to do?**

Keevil C. of E. Primary School aims to provide a programme of RSE that follows the national guidance and legal requirements as set down in the Learning and Skills Act 2000 and the DfEE SRE Guidance 2000, within the ethos of a Christian school.

Keevil C. of E. Primary School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development.
- to ensure that all children
  - develop confidence in talking, listening and thinking about feelings and relationships.
  - develop their self esteem and sense of responsibility.
  - are able to name parts of the body and describe how their bodies work.
  - are prepared for puberty.
  - can protect themselves and ask for help and support.

**How do we achieve these aims?**

RSE is integrated within the wider themes of the Personal, Social, Health Education and Citizenship (PSHCE) curriculum, and will be delivered through discrete PSHCE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

We deliver a 'spiral curriculum' of RSE, ensuring that content is relevant to the age, experience and maturity of pupils. Through cross-phase liaison we ensure a consistency of approach and progression for all pupils.

The attached 'Summary of RSE Coverage' details the content covered throughout the school and also the resources used. (See Appendix 1)

RSE is generally delivered by class teachers, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's approach and ethos.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We encourage children to self-assess their own learning, as in other aspects of the PSHCE curriculum, and use this information to help evaluate the effectiveness of the programme.

## Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of growing up. Therefore before any RSE lessons all parents receive a letter, informing them of the intended coverage of the sessions.

Parents are encouraged to contact the class teacher if there are any issues they wish to discuss prior to the sessions.

We recognise that parents can exercise their right to withdraw their child from the RSE programme if they so wish. Below is a table showing where your child will go in the event of them not participating in the session. If a child does move classes in the session there will be the minimum of fuss, and the class beforehand will have engaged in a discussion about choice and the importance of respecting the wishes of others. If a parent does choose to have their child taken out of class, we ask that parents talk to their child about this, at home. This helps decrease any sense the child might have of their being any difficulties.

Class in which lesson is being taken	Where a child who isn't participating will go
Year 1	Reception
Year 2	Summer Class
Year 3	Autumn Class
Year 4	Autumn Class
Year 5	Spring Class
Year 6	Spring Class

Year 4's who are presently in Autumn Class will be taken out by Mr. Burr for the period of the session for activities such as PE.

## Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Child Protection Policy.

**The subject leader** will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

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## Sex and Relationships Education Coverage

These aspects of the SRE Curriculum may be taught during PSHCE lessons using 'Living and Growing', SEAL and/or 'Learning for Living' materials. They may also be covered during Science lessons.

### Reception/Year 1 and 2

- Differences between living and non-living things.
- Differences between girls and boys, including naming body parts.
- Simple lifecycles.
- How we change as we grow up.
- Feelings.
- Friendship.
- Family and relationships.
- Personal achievements.

### Year 3 and 4

- Changes as we get older, to include some aspects of puberty.
- Changes we can and can't control.
- Making choices.
- Feelings.
- Friendship.
- Family and relationships.
- Differences between males and females, in particular roles and stereotypes.

### Year 5 and 6

- Changes, to include puberty and personal hygiene.
- Relationships, to include what is needed for a successful relationship, and love and marriage.
- Reproduction – how, with whom and when.
- Contraception – brief details to develop awareness