

Rosemellin C.P. School



**Responsibility: Whole School and Governors
School Year: 2020/2021**

Please note that this is an interrupted transition year. Following consultation with parents, we will no longer be using the Christopher Winters Project for our Relationships and Sex Education and will instead begin using the Sex Education lessons within our recently adopted 'Lifewise' PSHE curriculum. This policy will then be updated accordingly.

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

As recommended by Cornwall Healthy Schools, we follow the '**Christopher Winter Project**', Teaching Relationships and Sex Education with Confidence.

The Aims of Relationships and Sex Education

Why teach RSE? Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

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

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of 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.

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 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; and
- developing critical thinking as part of decision-making.

Sex and Relationships Education Policy

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; and
- learning how to recognize and avoid bullying.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- start to 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.

Moral dimension

The school recognizes 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 recognizes 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.

Equal opportunities

The school is committed to providing RSE to all of its pupils. The RSE content aims to respond to the diversity of children's cultures, faiths, family backgrounds and working with children with special educational needs.

Content of the schools RSE programme

Please refer to the PSHE spiral curriculum for details of lesson topics covered within each Year Group. (Available on the school website.)

3.3 At primary school level relationship 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; and
- are prepared for puberty.

National Curriculum Science

The delivery of RSE

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 behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Units according to the Scheme of Work.

Sex and Relationships Education Policy

PSHE subject leaders – Mrs Bellamy
Science subject leaders – Mr Alston

The PSHE and Science subject leaders are responsible for the overall co-ordination and monitoring of RSE within the school's curriculum.

Methods of teaching

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

- Discussion
- Drama and role play
- Research and presentation.

Teachers 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.

Resources

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 sex education of their children in the home context. Books used to support RSE are also found in the school library and pupils may borrow them when and as need occurs. 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. Cornwall Health Promotions supply our school with resources to use for RSE.

Living and Growing-Channel 4 Resources

Leaflets- Check out the bare facts and all the hairy bits (boys and girls)

Information on The Christopher Winter Project is available upon request.

The curriculum is delivered by year group teachers with support from TAs.

Monitoring and evaluating RSE

It is the subject leaders 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

The subject leaders will be given time to monitor and evaluate the schools RSE spiral curriculum as it occurs in the school's schemes of work for each Key Stage.

The policy will be reviewed every two years by the subject leaders and named governor for PSHE.

The PSHE governor is responsible for monitoring and reporting back to Governors on RSE yearly.

Dealing with sensitive issues

Teachers 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:

Sex and Relationships Education Policy

- no one (teacher or pupil) 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; and
- 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 to the letter.

Parental right to withdrawal from RSE

As stated above parents have the right to withdraw their pupils from RSE that falls outside the National Curriculum Science Units. They do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. 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. The right to withdrawal will be made clear and a copy of this policy will be made available to all parents who request it.

Policy review

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

- parents;
- staff;
- pupils;

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

Checked by: S Bellamy/ L Alston

Date updated: Feb 2021