



To believe, to achieve, to succeed – together

Relationships and Sex Education Policy (RSE)

Introduction

This policy is a legal requirement and states the aims, objectives and strategies for the teaching of Relationships and Sex Education (RSE) at Croughton All Saints CE Primary School. The word 'sex' is used in its widest form, and focuses on differences in gender, and as the children grow older it moves on to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes they may start to feel.

Physical development is linked to morality and individual responsibility, and sexual issues are dealt with within the Christian context of family life.

The governing body is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. Monitoring the school's RSE provision, ensuring this meets the needs of all pupils and reflects the community the school serves is part of this responsibility.

Currently in draft form, the DfE's 'Relationships Education, Relationships and Sex Education (RSE), and Health Education in England' 2019 guidance will become statutory in September 2020. The DfE is encouraging schools to start teaching to the draft guidance from September 2019.

Our RSE governor will monitor the provision of RSE and provide feedback to the governing body, particularly to monitor the school's progress towards implementing the draft guidance, to ensure compliance by September 2020.

The RSE governor develops and maintains an awareness of RSE provision in our school on behalf of the governing body, ensures that we meet our legal obligations and maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.

Aims and Objectives:

Definition

RSE is important for children as they grow up, to come to an understanding of their own bodies, instincts and feelings. In this way, they will be prepared for the opportunities, joys and responsibilities of relationships as adults. Sex is not only a given fact of human existence but in Christian belief, a gift of God as part of creation. The Christian context of love, faithfulness and forgiveness form the foundations for these lessons, with an emphasis on sexual intercourse within the context of a loving relationship.

It is also about an understanding of stable and loving relationships, respect, love and care. It involves children acquiring information, developing skills and forming positive beliefs, values and attitudes in their family and religious life.

SRE aims to ensure that all children leaving the school are able to:

- understand and manage their own feelings and emotions;
- be sensitive to the feelings beliefs and attitudes of others;
- respect themselves and others;
- communicate their needs and be able to ask for help in an atmosphere where questions relating to relationships and sex can be asked and answered with sensitivity, where trust and confidentiality are ensured.
- deal with unwanted pressure;
- make informed choices;
- be prepared for the physical and emotional changes that happen during puberty;
- have the appropriate language to talk about themselves and their bodies;
- have an understanding of their rights and responsibilities;
- form positive and healthy relationships with others around them;
- make sense of the messages that they receive about relationships and growing up from the world around them;
- emphasise the role and value of family life;
- understand there are different models of family life and not to judge others who may be different in some way;
- differentiate between appropriate / inappropriate behaviour in relationships.

Central to the RSE policy is the growth of self -esteem and taking responsibility for oneself and one's actions.

Moral and Values Framework

The RSE programme reflects Croughton's aims:

We believe that every child should feel happy, confident, valued and secure in school. Everyone at Croughton should understand and value the rights and needs of others in our society regardless of race, religion, gender, gender identity, age, disabilities, sexual orientation. We take guidance from the Equality Act 2010 on this matter, which is British law.

Therefore, we believe that RSE plays a vital role in meeting the physical and emotional needs of the children within Croughton School and supports our school ethos.

Relationships and Sex education is taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- Recognition of the physical, emotional and moral implications, and risks, of certain types of Behaviour
- Acceptance of the differences of others

Equal Opportunities

At Croughton we respect the cultural make-up of our school, and ensure that we teach RSE to all children regardless of race, religion, gender, gender identity, age, disabilities, sexual orientation.

Contents

RSE is delivered through the science and PSHE curriculum. Some aspects are also delivered and reinforced through our assemblies and circle time.

Early Years

Health and self-care, Personal, social and emotional development, Managing feelings and behaviour and Making relationships are all Prime areas for learning in the Early Years. (See ELG framework)

Children learn a wide range of skills including the importance for good health of physical exercise, and a healthy diet, and ways to keep healthy and safe. They develop a positive sense of themselves and others, form positive relationships and develop respect for others. They also learn about life cycles as they explore elements of the natural world and hear age appropriate stories about life and death as part of our Easter topic in Religious Education.

We use 'The Underwear Rule' materials when we teach our youngest children about keeping safe. Parents receive a leaflet outlining the principles of this resource.

Key Stage 1

The science curriculum is a statutory requirement and includes:

- a) that animals including humans, move, feed, grow and use their senses and reproduce
- b) to recognize and compare the main external parts of the bodies of humans;
- c) that humans and animals can produce offspring and these grow into adults;

Pupils will also be able to:

- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Understand the basic rules for keeping themselves safe
- Why families are special for sharing and caring

Key Stage 2

a) that the life processes common to humans and other animals include nutrition, growth and reproduction; b) about the main stages of the human life cycle, c) evolution.

Pupils will also be able to:

- Express opinions, for example, about relationships and bullying
- Respect other peoples viewpoints and beliefs
- Recognise their changing emotions and be able to express their feelings positively
- Be self confident and recognise their own worth, identifying positive things about themselves
- Balance the stresses of life in order to promote their own mental health and well-being and that of others
- Listen to and support friends, managing friendship problems
- Recognise the pressure of unwanted physical contact and know ways of resisting it
- Recognise unwanted touch and know what to do if someone makes you feel uncomfortable because of it
- Understand that safe routines will stop the spread of viruses
- Understand the physical changes that take place at puberty, why they happen and how to manage them
- Keep themselves safe when involved in risky activities Understand that their actions have consequences and be able to anticipate the results of them. Name the main external parts of the body including agreed names for sexual parts.

RSE is covered within the four main strands of PSHE:

1. Developing confidence and responsibility and making the most of their abilities;
2. Preparing children to play an active role as citizens;
3. Developing a healthy safer lifestyle;
4. Developing good relationships and respecting the differences between people;

Organisation

RSE will be delivered in a sensitive and appropriate way taking into consideration the cultural backgrounds and diversity of the children. The RSE programme builds on previous knowledge and skills as the children progress through the school. RSE will be taught as a discrete subject and through science and PSHE (delivered by the teacher, schools nurse, production companies and other outside agencies).

RSE will be taught by teachers, using our agreed scheme of work. All staff will be supported in this work, with opportunities for team teaching and training as required. The teaching of RSE will be flexible enough to take into account the needs of individual year groups.

Resources

Resources support schemes of work. This will include stories, "Living and growing" Channel 4 DVD, Real Love Rocks (Barnabas Trust) and D.A.R.E (Life Skills Education) programmes for pupils in UKS2.

Specific Issues:

Specific and appropriate education to prepare children for the changes that happen at puberty will begin for both boys and girls in year 5. This helps to ensure children know and understand what support is available to help them to manage these changes.

RSE in Year 6 focuses on differences between males and females, relationships and reproduction. The lessons are taught by the Headteacher, in mixed gender groups.

Supplies of sanitary protection will be available within school and a sanitary disposal unit is available in the Yr5 and 6 toilets

Questions

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework:

- Correct and appropriate terminology will be used. (The use of correct terminology will be encouraged throughout the school);
- It is inappropriate for both teachers and children to answer personal questions;
- Staff are encouraged to answer all questions, but will use their professional judgment to decide whether an appropriate response should be given in a classroom situation or referred to home;
- Question boxes can be used within discreet RSE lessons.

Keeping Safe

During PSHE lessons in Year 5 & 6 children have a discussion about child protection and safeguarding of which Female Genital Mutilation (FGM) may arise. PSHE lessons are for girls and boys and are about conversations that are designed to empower young girls to understand their right to be safe and be in control of their bodies is an integral

part of this. The emphasis is it is not ok or legal for someone to cut or change them. There are no formal written lesson plans.

Confidentiality and Child Protection

If any child protection issues arise, all staff and people working within the school must follow Child Protection Procedures and refer to the Senior Designated Lead for Child Protection (Headteacher). Confidentiality cannot be offered to any child. Older children are expected to act responsibly and respect the fact that younger children in the school may not have the same information as they do. They are therefore encouraged not to share the information they have received with the younger children in the school.

Use of Outside visitors

All visitors will work within the policy framework. We receive visits by our local clergy, and we encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education, particularly the school nurse and other health professionals. The NSPCC deliver sessions in our school biannually. They discuss sexual abuse and ways to report this.

Working with parents

We inform parents when specific discrete RSE lessons are to be taught and provide them with the opportunity to view resources and discuss the specific teaching content. Parents have the right to withdraw their children from RSE lessons provided at school, except for those parts included in the statutory National Curriculum for science and the diversity / citizenship units of work. If parents have concerns or complaints about the content of RSE or want to withdraw their child they will need to make an appointment with the headteacher to discuss it.

Dissemination of policy

A clear definition of SRE will be included on the school website. All staff and governors will have an opportunity to read and comment on the policy. This policy will also be made available to any other interested parties.

Monitoring and Review

The Drugs Education/ Relationships and Sex and Education schemes will be evaluated by staff in the light of the new guidelines expected from the DfE. The senior teacher will monitor planning and lesson delivery alongside the headteacher. The Ethos Committee of the governing body monitors our Relationships and Sex Education policy on an annual basis, reporting its findings and any recommendations to the Full Governing Body. The Standards committee takes seriously any comments from parents about this matter. The children are also given an opportunity to reflect on what they have learnt at the end of each topic.

Policy Review: March 2020