

## **Tunbury Primary School**

### **RELATIONSHIP AND SEX EDUCATION POLICY**

#### **Rationale**

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It begins at birth from the way a baby is treated. Young children are interested in themselves, their bodies and their relationships. They come to school having received sexual information from home and pre-school education.

We value these important foundations and aim to develop this early understanding by working in partnership with parents to teach children about sex, sexuality and sexual health at appropriate stages in their development.

We follow the Relationship and Sex Education Guidance (2014) which lists the three main elements of RSE as:

#### **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.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices 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 recognise and avoid exploitation and abuse.

#### **Knowledge and Understanding**

- learning about and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

#### **Social and Emotional Aspects of Learning**

We have adopted a whole-school approach to develop the qualities and skills that help us manage life and learning effectively. The five aspects are self-awareness, managing feelings, motivation, empathy and social skills. These themes are relevant to RSE and make a major contribution to the teaching of this subject.

All elements will be taught as part of a spiral curriculum, some of which will be taught as a discreet subject, some will be embedded across other areas of the curriculum in a cross curricular approach.

### **Our Aims**

- To promote pupils' self-esteem and emotional well-being.
- To stress the value of family life.
- To empower children to make informed choices.
- To give children the confidence and ability to discourage, avoid and resist unwanted attention, and to obtain assistance.
- To enable children to understand and discuss their feelings and relationships, and to express themselves in an appropriate manner.
- To provide an atmosphere in which children feel able to discuss their opinions and ask questions without embarrassment.
- To answer children's questions honestly and provide appropriate information about their physical, emotional and social development.

### **Moral and Values Framework**

The purpose of Relationship and Sex education is to:

- Provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction;
- Lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner;
- Present facts in an objective, balanced and sensitive manner, set within a clear framework of values. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, and the diversity in our society.

Pupils should accordingly be encouraged to:

- Appreciate the value of stable family life, marriage and the responsibilities of parenthood;
- Consider the importance of self-restraint, dignity, loyalty, fidelity, respect for themselves and others, and sensitivity to people's needs and views;
- Recognise the physical, emotional and moral implications, and risks, of certain types of behaviour.

Teachers need to acknowledge that some children come from backgrounds that do not reflect such values or experiences. Sensitivity is therefore needed to avoid causing hurt or offence to them and their families, and to allow such children to feel a sense of worth. This framework will help pupils to form and maintain worthwhile and satisfying relationships at home, school, work and in the community.

### **Content: RSE within PSHCE and Science**

At Tunbury School, RSE is delivered in Science and through the Personal Social Health and Citizenship Education framework. The present requirements for sex education set out within the context of National Curriculum Science are:

## **Key Stage 1**

Pupils should be taught

- That animals including humans move, feed, grow, use their senses and reproduce
- To recognise, name and compare the main external parts of the bodies of humans and other animals
- That humans and other animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and to treat others with sensitivity.

## **Key Stage 2**

Pupils should be taught

- That the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- Growth and reproduction – about the main stages of the human life cycle.

By delivering this biological content against a background of the school's wider curriculum for PSHCE, we ensure that pupils:

- Receive sex education in the broader context of relationships considering emotional and moral dimensions;
- Are prepared for the opportunities, responsibilities and experiences of adult life.

RSE contributes to the foundation of PSHCE 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;
- Are prepared for puberty.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes:

- Developing confidence and responsibility and making the most of pupils' abilities;
- Preparing to play an active role as citizens;
- Developing a healthier, safer lifestyle;
- Developing good relationships and respecting differences between people.

This underlying structure puts the scientific facts about growth and reproduction into the context of everyday life.

## **Organisation**

All teachers are responsible for teaching RSE. Outside visitors, such as the School Nurse, are involved as appropriate.

A variety of teaching methods are used, including establishing ground rules, using distancing techniques, being able to answer unexpected questions, using appropriate materials and encouraging reflection. Pupils will be grouped in a variety of ways found to be most effective and relevant. These include whole class, small group and single gender groups. Topics will be repeated in a developmental programme to enable children to build upon prior learning.

#### Whole School Overview (The Christopher Winter Project scheme of work).

Early Years Foundation Stage: Our Day, Keeping ourselves clean, Families

Year 1: Keeping clean, Growing and changing, Families and care

Year 2: Differences: boys and girls, Differences: male and female, Naming the body parts

Year 3: Differences: male and female, Personal space, Family differences

Year 4: Growing and changing, What is Puberty? Puberty Changes and Reproduction

Year 5: Talking about Puberty, Male and Female changes, Puberty and Hygiene

Year 6: Puberty and Reproduction, Understanding Relationships, Conception and Pregnancy, Communicating in Relationships

Parental Involvement: parents are informed of what will be covered via the year group newsletter or a separate letter/email.

#### **Cross Curricular Links**

As well as the already mentioned links with PSHCE and science, all other curriculum areas make a contribution to RSE. Examples are:

- Discussion of specific relationships and moral dilemmas through literacy;
- Discussion of family and marriage through RE;
- Wider social issues through geography and history;
- Discussion of feelings and emotions within relationships in art or music.

#### **Resources**

Appropriate resources have been selected by the PSHE Leader and checked to ensure that they:

- Conform to the legal requirements for RSE;
- Are appealing to the audience and age appropriate;
- Are appropriate to the needs of pupils in terms of language, images, attitude, maturity and understanding;
- Avoid stereotyping, bias and prejudice;
- Are factually correct and up to date;
- Encourage active and participatory learning methods.

#### **Child Protection Procedures**

See the school's Safeguarding Policy.

## **Confidentiality Policy**

Teachers may be party to sensitive information about pupils, perhaps relating to illegal activity. Information about pupils should not be passed on indiscriminately, but the procedure for reporting abuse contained in the school's Safeguarding Policy should be followed. All staff must be clear about the following matters:

- Teachers cannot offer or guarantee absolute confidentiality. Pupils must be made aware of this.
- Pupils are encouraged to talk to their parents or carers when appropriate and given support to do so.
- Teachers are not obliged to pass on information about pupils to their parents.
- If there is any possibility of abuse, the school's child protection procedure must be followed.
- Pupils should be informed of sources of confidential help, for example, the school nurse, or Childline.
- External agencies working with pupils are made aware of, and abide by, the confidentiality policy. If the visitor is providing individual advice and support directly to pupils they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people.
- Teachers explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

## **Equal Opportunities**

The school's Equal Opportunities Policy applies to RSE. Where appropriate, teaching materials and individual group activities reflect the cultural and ethnic diversity of society. Stereotyping, in terms of race and gender, are avoided. Pupil's religious beliefs and cultural differences are always be respected.

Pupils with special educational needs and learning difficulties are included in RSE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs.

## **Withdrawal from RSE**

"Parents have the right to withdraw their children from all or part of the Relationship and Sex education provided at school except for those parts included in the statutory National Curriculum". (Relationship and Sex Guidance DfE 2014).

## **Using Outside Visitors**

The school uses outside visitors to help support the RSE programme. These visitors may include health professionals, social workers youth workers, theatre groups etc.

Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's RSE policy, Confidentiality policy and the planned RSE programme

- The need to plan and agree work with the teacher and identify learning outcomes
- Explicit lines of accountability between the visitor and the school.

This policy should be read alongside the Safeguarding policy, PSHCE policy and the Science policy.

Glossary of Abbreviations

<b>RSE</b>	Relationship and Sex Education
<b>PSHE</b>	Personal Social Health Education
<b>PSHCE</b>	Personal Social Health and Citizenship Education
<b>SEAL</b>	Social and Emotional aspects of Learning

**This policy was reviewed in March 2017**