



St. Paul's Dorking

Church of England (Aided) Primary School

Relationships and Sex Education (RSE) Policy

Policy date: October 2018

Review date: October 2019

Introduction

At St Paul's P.S.H.E should resonate with our values and underpin our learning in the context of understanding ourselves and others. Establishing ground rules within PSHE learning fosters trust and respect by all class members. This will be the pre-requisite for our individual and group work.

We believe it is vital to empower our pupils with the knowledge, understanding, values and skills to enable them to recognise their own worth and develop respect for others within the school and wider community.

'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. While we use RSE to inform children about sexual issues, we do this with regard to individual responsibility, whilst also enabling children to ask and explore moral questions with reference to our school values.

Aims and objectives

We aim to provide a graduated, age-appropriate RSE programme emphasising the social and emotional aspects of relationships.

Education about relationships for 4-7 year olds will focus on the building of self-esteem by encouraging learners to:

- value themselves
- recognise and communicate their feelings in healthy ways
- form friendships and relationships
- respect others and their views, especially around the wide issue of consent
- recognise safe and unsafe situations (including Online Safety) and identify and be able to talk to someone they trust.

RSE should help 7-11 year olds to:

- value themselves
- form friendships and relationships

- respect others and their views, especially around the wide issue of consent
- recognise and understand the range of their own and others' feelings and emotions and be able to communicate them in healthy ways
- understand the importance of personal safety and what to do or to whom to go when feeling unsafe
- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth

Moral and Values Framework

We teach RSE in the context of the school's aims and values framework. We believe that:

- it is part of a wider social, personal, spiritual and moral education process
- it should be taught in the context of family life, with the understanding that there are a broad range of experiences that children and young people have which we should be sensitive to. Teachers should know, understand and accept a wide range of family arrangements, for example second marriages, same-sex relationships, fostering, extended families and three or more generations living together.
- it is important to build positive relationships with others, involving trust and respect.
- our school values of Respect, Endurance/ Perseverance, Compassion, Trust and Wisdom are woven into learning and support effective teaching of R.S.E .

Content and Organisation

In Science lessons in both Key Stages, teachers inform children about growth and change. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for Science.

In the Foundation Stage and Key Stage 1 we teach children about how animals, including humans, move, feed, grow and have young. We also teach about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty and what menstruation is. We always teach this with due regard for the emotional development of the children.

For the teaching of RSE we use the Chris Winter '**Teaching R.S.E with Confidence in Primary Schools**' resources, from Year R to Y 6, which are recommended by Babcock and 'Surrey Healthy Schools'. We have adapted some aspects of the scheme to enable it to meet our specific needs.

All lessons have a clear structure and are age appropriate. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources.

The curriculum overview is as follows:

Reception: '**Our Lives**'- 'Our Day', 'Keeping Ourselves Clean' and 'Families'

Year 1 : ‘Growing and Caring for Ourselves’ – ‘Keeping Ourselves Clean, ‘Growing and Changing and ‘Families and Care’

Year 2 : ‘Differences’ – ‘Boys and Girls’, ‘Male and Female’ and ‘Naming the Body Parts’

Year 3: ‘Valuing Difference and Keeping Safe’- ‘Differences- Male and Female’, ‘Personal Space’ and ‘Family Differences’

Year 4 : ‘Growing Up’ – ‘Growing and Changing’, ‘What is Puberty?’ and ‘Puberty Changes and Reproduction’

Year 5 : ‘Puberty’ –‘Talking About Puberty’, ‘Male and Female Changes’ and ‘Puberty and Hygiene’

Year 6 : ‘ Puberty, Relationships and Reproduction’ – ‘Puberty and Reproduction’, ‘Understanding Relationships’, ‘Conception and Pregnancy’ and ‘Communication in Relationships’

RSE is delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

In Years 5 and 6 the School Nurse delivers the RSE lessons supported by the class teachers. In those year groups we arrange meetings for all parents/carers of children to discuss the particular programme of lessons, to explain what the areas covered are, and how they are taught. We also offer the opportunity to see the materials and resources the school uses in its teaching.

The school recognises that many parents and carers will have spoken with their children about relationships and sex and that other parents may have found this less easy and rely more on the school to do this. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this, we:

- inform parents about the school’s RSE Policy and practice.
- answer any questions that parents may have about the sex education of their child.

Parents have the right to withdraw their child from all or part of the RSE programme that we teach in school. This does not, however, apply to life processes covered in the Science National Curriculum. If a parent wishes their child to be withdrawn from the RSE lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parent in this regard.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Safe Guarding. Teachers will respond in a similar way if a child indicates that he/she may be a victim of abuse. In these circumstances the teacher will follow the school’s Safe Guarding procedures.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguard Lead (DSL) if they are concerned.

St Pauls believes that RSE should meet the needs of all pupils regardless of their developing sexuality and we should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and governors are informed about the RSE Policy, and that the policy is implemented effectively.

Links to other policies

This policy links to the following policies:

Teaching and Learning policy, Science policy, Equal Opportunities policy, Equality Statement, S.E.N.D policy, The PSHE & Citizenship policy, Anti-Bullying Policy, Drug and Alcohol Education Policy, Safeguarding Policy, SMSC policy (*pending*).

Monitoring and Review

A committee of Governors monitors the Relationships and Sex Education Policy on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary, should the policy need modification.