

Wilby Church of England (VA) Primary School
Relationships and Sex Education (RSE) Policy



*Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian atmosphere.
John 13:34*

"A new commandment I give to you, that you love one another as I have loved you."

Vision

At Wilby CE VA Primary School we are deeply committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

Context and Rationale

RSE is a lifelong learning about physical, moral and emotional development. It promotes health and well-being, self-esteem and helps children to form and maintain loving and caring relationships based on respect for themselves and for others. RSE aims to provide children with age appropriate information and develop skills in order to help them make well-informed, positive decisions.

Research has clearly demonstrated that good, comprehensive RSE does not make young people more likely to be sexually active at a younger age and in fact knowledge can help prevent this as well as developing skills to cope with influences of their peers and social media.

The following policy has been developed in accordance with guidance and regulations from Sex and Relationship Education guidance (OFSTED, 2000) and the PSHE Association Curriculum (2016).

Aims and Objectives

- To provide the knowledge and information to which all pupils are entitled, regardless of gender, race, ability, special needs or religious belief, based on clear and specific guidance from the Department of Education and OFSTED;
- To raise pupils' self-esteem and confidence, especially in their relationship with others;
- To develop pupils' understanding of a healthier lifestyle and learn to respect and care for their bodies and be prepared for the physical and emotional changes as they develop and grow into adults;
- To help gain access to age appropriate information and support;
- To provide a clear description of how RSE is delivered, monitored, evaluated and assessed in the school; reflecting the values of PSHE and citizenship;
- To explore attitudes and values and develop skills in order to empower pupils to make positive decisions about their health related behaviour;

Organisation of RSE

The PSHE Lead has responsibility for coordinating sex and relationship education and ensuring that staff and parents are well informed about the RSE policy. It is also the role of the Headteacher and Governors to ensure that members of staff receive sufficient training and that RSE is implemented and evaluated effectively.

RSE is delivered through our personal, social and health education (PSHE) programme; biological aspects are also covered in the science curriculum and moral aspects within RE. A range of teaching methods (discussion, small group work, role-play and media clips) are utilised to facilitate discussion and understanding. Ground rules are set to establish a safe, conducive learning environment.

Visiting health professionals and voluntary organisations may assist in providing RSE but they would only compliment planned provision and never substitute or replace it, in line with

guidance from the DfEE. Anyone assisting with RSE will be given a copy of the policy and work within the framework of its values and a member of teaching staff will always be present.

RSE is usually delivered by the Class Teacher in mixed gender groups, however, some aspects are taught in single gender groups when this is deemed more appropriate or relevant (see teaching programme below).

Teaching Programme and Learning Outcomes for RSE within the School

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including the sexual organs. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring). The following learning outcomes are taken from OFSTED Sex and Relationships, OfSTED (2000) and guide the teaching of RSE in this school, alongside the PSHE Association Curriculum (guidance 2016).

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans – recognise similarities and differences between themselves and others and treat others with sensitivity;
- Identify and share their feelings with others;
- Recognize 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;
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk;

Pupils will know and understand:

- That animals, including humans, grow and reproduce;
- That humans and animals can produce offspring and these grow into adults – the basic rules for keeping themselves safe and healthy;
- About safe places to play and safe people to be with;
- The needs of babies and young people;
- Ways in which they are like and different from others;
- That they have some control over their actions and bodies;
- The names of the main external parts of the body, including agreed names for sexual parts;
- Why families are special for caring and sharing;

Pupils will have considered:

- Why families are special;
- The similarities and differences between people;

- How their feelings and actions have an impact on other people;

By the end of Key Stage 2 pupils will be able to:

- Express opinions, for example, about relationships and bullying;
- Listen to and support others;
- Respect other people's viewpoints and beliefs;
- Recognise their changing emotions with friends and family and be able to express their feelings positively;
- Identify adults they can trust and who they can ask for help;
- Be self-confident in a wide range of new situations, such as seeking new friends;
- Form opinions that they can articulate to a variety of audiences;
- Recognize their own worth and identify positive things about themselves;
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- See things from other people's viewpoints, for example their parents and their carers;
- Discuss moral questions;
- Listen to, support their friends and manage friendship problems;
- Recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting;

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction;
- About the main stages of the human life cycle;
- Begin to know some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines;
- The many relationships in which they are all involved;
- Where individual families and groups can find help;
- How the media impact on forming attitudes;
- About keeping themselves safe when involved with risky activities;
- That their actions have consequences and be able to anticipate the results of them;
- About different forms of bullying people and the feelings of both bullies and victims;
- Why being different can provoke bullying and know why this is unacceptable, about and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together;

Pupils will have considered:

- The diversity of lifestyles;
- Others' points of view, including their parents or carers;
- Why being different can provoke bullying and why this is unacceptable. When it is appropriate to take a risk and when to say no and seek help. The diversity of values and customs in the school and in the community. The need for trust and love in established relationships.

TERMINOLOGY AND DIFFICULT QUESTIONS

OFSTED guidance recommends that it is important for children to learn the anatomically correct language associated with body parts, whilst acknowledging common terms used by some people, therefore teachers use this approach. Teaching staff endeavour to answer questions as honestly and as sensitively as possible, in line with DfE advice. If faced with question that they do not feel comfortable answering within the classroom, provision would be met to meet the individual child's needs and may involve referring the child back to their parent/carer/adult. Staff are also very aware that not all pupils will feel comfortable raising

questions in class. Their needs are met by all pupils being given the opportunity to write down questions, which are placed in a box.

SAFEGUARDING

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If this situation was to occur then guidance would be strictly followed as a matter of urgency as per detailed in the School's Safeguarding Policy.

NOTIFICATION AND ROLE OF PARENTS/CARERS:

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of our school through mutual understanding, trust and co-operation. In promoting this essential objective we:

- Inform parents about the school's RSE policy
- Ensure that the policy is accessible via the school website and have consulted a working party of parents, governors and staff when it was initially developed and written.
- Answer any questions that parents/carers may have about the RSE of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Inform parents about the content of the RSE (via this policy) so that the teaching in school supports the key messages that parents/carers give to children at home. We believe that through this mutual exchange of knowledge and age appropriate information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities;
- Send out letters in year 5 and 6 to inform parents/carers of the content of RSE lessons and to offer access to view the materials the school uses in its teaching;
- Parents/carers have a legal right to withdraw their child from certain parts of the RSE. Pupils cannot be withdrawn from any part of RSE which falls within the necessary National Curriculum of Science. Any parent wishing to withdraw their child from aspects of the RSE programme are encouraged to make an appointment with the school headteacher to discuss the matter.

MONITORING AND EVALUATION

Monitoring of the delivery and effectiveness of RSE is the responsibility of the PSHE Lead and the School Governors. Evidence will be collated through lesson observation, monitoring lesson plans and gathering feedback from teachers, pupils and parents/carers. Elements of sex education in the science curriculum are formally assessed. Outside of science, assessment and evaluation is conducted using a variety of informal activities that have been built into the programme.

RSE issues will be included in the induction programme for all new members of staff and adequate training provided to ensure that RSE can be taught effectively and any difficult issues handled with sensitivity. Any staff development needs will also be identified through this feedback. The RSE policy will be reviewed by governors and teaching staff and any changes implemented as necessary following consultation.