



RELATIONSHIPS AND SEX EDUCATION POLICY

2019

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Child Protection Policy for more information.

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed by Governors: May 2019

Review Date: Summer 2022

Relationship and Sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

RSE is defined as “lifelong learning about physical, moral and emotional development; love and care; and about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity-this would be inappropriate teaching. It’s three main elements are: attitudes and values; personal and social skills; knowledge and understanding.” (DFEE Sex and Relationship Guidance, 2000, p5) Relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

The aims of the school’s sex education policy are:

1. To help children recognise and realise that honesty, tolerance, mutual respect and understanding are important in relationships
2. to promote pupils’ spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.
3. To inform and enlighten children with knowledge and information concerning their emotional and physical development as it relates to their age and maturity; being dependent upon their readiness to receive and understand the information which will be presented in an objective, sensitive and balanced manner aiming to help them build a healthy regard for human sexuality as future adults and parents.
4. Sex education will be taught in a way which is sensitive to the cultures, beliefs and attitudes of pupils, parents and society, and which promotes equality of regard and opportunity.
5. Sex education will be seen as part of the Science and Personal and Social Health Education, and relevant opportunities will be taken to place sex education in the context of the whole curriculum.

We will consult and inform parents of the content and organisation of our Sex and Relationships Education programme.

Content:

Reception Pupils will learn:

- to understand what personal responsibility is.
- to value their body, including physical achievements and capabilities.
- to know the adults who are responsible for looking after them.
- to recognise their personal needs and to act on them where appropriate or ask for help.
- to understand basic hygiene routines, including toileting and washing.

Year One Pupils will learn:

- to understand what a cycle is.
- to understand that changes happen constantly as we grow.
- to understand the life cycles of humans and animals.
- to understand the different stages of the human lifecycle.
- to understand that humans, like other animals, change over time.
- to value their own body and recognise its capabilities and uniqueness.

- to recognise that people are similar in some ways and different in others.
- to learn basic information about how the body works and ways of looking after it.
- to know how to keep themselves clean.

Year Two Pupils will learn:

- to recognise the main external parts of the bodies of humans including agreed names for reproductive organs.
- to understand that all living things originate from other living things.
- to understand that humans produce babies that grow into children and then into adults.
- to consider ways they have changed physically since they were born.
- to consider physical changes that will take place as they move from childhood to adulthood.
- to consider their responsibilities now and compare these to when they were younger.
- to understand the choices they are able to make in order to keep themselves healthy.

Year Three Pupils will learn:

- to recognise the main organs of the bodies of humans including scientific names for reproductive organs.
- to identify the differences between men and women.
- to understand that there are different types of love.
- to understand that our bodies have three main lines of natural defence.
- to understand that sometimes the body needs help to fight infection.

Year Four Pupils will learn:

- to understand some of the physical changes that will happen as humans get older.
- to consider their responsibilities and levels of independence now.
- to understand that these have changed as they have grown and that they will continue to change into the future.
- to understand that the most common infections get better on their own through time, bed rest, intake of fluids and healthy living.
- to understand that antibiotics should be taken only as prescribed.
- to challenge gender based stereotypes.

Year Five Pupils will learn:

- to know and understand the physical changes that take place during puberty and why they happen.
- to understand that emotional as well as physical changes happen at different rates for different people.
- to consider new aspects of personal hygiene relevant to puberty.
- to understand genetic inheritance.

Year Five Pupils will learn:

- to understand the functions of male and female reproductive organs.
- to know and understand about the physical changes that take place at puberty and why they happen.
- to be able to recognise their own changing emotions and be able to express their feelings and concerns positively.

- to know about the facts of the human lifecycle, including sexual intercourse.
- to consider the need for trust and love in marriage and established relationships.
- to consider different types of love.
- to understand how babies are born.
- to explore the impact a new baby has on a family.

Assessment and Evaluation

Assessment and evaluation of the SRE programme stands outside the science curriculum and is conducted using a variety of informal activities which have been built into the programme. These could include peer assessment and self-assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning. No grade or level is awarded. We will ask pupils for informal feedback and parent/carer(s) can also feedback based on what the children say to them so that we can adjust our programme accordingly.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, s/he will talk to the named Designated Safeguarding Leader (the DSL) who will take action as laid down in the School's Safeguarding Policy. Members of staff are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding and Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Answering Difficult Questions

Members of staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE 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 SRE 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 as judged to be appropriate. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

We would like our SRE to...

- Teach self-esteem and develop self-worth
- Encourage good friendships
- Teach children to say "no"
- Teach self-respect
- Help children to understand and make informed choices
- Keep parents informed
- Ensure age appropriate progression
- Respect individuality
- Consider morals and values
- Teach family values
- Ensure a sympathetic approach, considering the needs of individuals
- Develop confidence

- Provide Continuous Professional Development for our staff
- Respect and embrace diversity

This policy will be reviewed in accordance with the Governing Body's schedule of policy review and any new legislation or recommendations from the Local Authority or the DfE.