

Relationships and Sex Education Policy

Introduction

Grove Lea Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity

Aims

The following aims compliment those of the Science curriculum and the SMSC curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body using the correct terms and describe how their bodies work.
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand how to keep their bodies and minds active and healthy.

Objectives

RSE contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. As part of the RSE curriculum all pupils will be taught using the themes of value, respect, friendship, safety, personal health and change. We as a school will work closely with parents and children to try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

Roles and Responsibilities

This policy was developed through discussions with staff and governors. The policy was presented to all staff and governors and a copy made available to them. Mrs Buckler The Deputy head teacher is responsible for the delivery of the curriculum. All staff are trained with how to deal with child protection issues, as detailed in our Child Protection Policy. The responsibility of this policy comes under the remit of the safeguarding governor:

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum. For example, in subject areas such as Science and P.E. where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. The R.E. and SMSC curriculum allow children to reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. We have also developed our good to be me whole school themed mornings to incorporate the topical aspects of RSE.

Finally as RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

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

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 6 we place a particular emphasis on RSE, as many children experience puberty at this age. We work alongside the School Nursing team to teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Adults working with the children answer all questions with sensitivity and care. 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, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

The Curriculum:

Foundation.

- Have a developing awareness of their own needs and be sensitive to those of others.
- Understand that they can expect others to treat their needs with respect.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Find out about events in their own lives, in those of their families and other people they know.

Year 1

- Learn how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend.
- Know that emotions vary in intensity from mild to very powerful.
- Know that sometimes we have to share people and things.
- Know how we make changes in our lives and cope with them.
- To extend their understanding of their own and others' healthy lifestyles.

Year 2

- To experience how supportive it feels to belong to and be valued by a group.
- To develop an understanding that our behaviour influences the feelings and behaviour of other people.
- To use knowledge and skills to make informed and responsible personal choices.
- Understand that people have to make hard choices that affect others.
- To know that your body is special and how to keep it safe.

Year 3

- To be introduced to some basic skills of assertiveness.
- To become more responsible for their healthy lifestyle.
- To know that more than one feeling can be experienced at a time.
- To consider some ways in which change is positive, developmental and necessary
- To understand that people make their own choices.
- To develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings.
- To be introduced to the correct terminology for their public and private bodily areas

Year 4

- To be able to resist pressure and influence
- To know some of the changes in their bodies as they approach puberty and how to deal with them.
- Know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it.
- Develop strategies to recognise feelings in others and to help others overcome negative feelings.
- Use problem- solving skills to generate solutions, decide on a course of action, implement it, and review it.

Year 5

- Explore friendship choices.
- To revise knowledge of some of the changes in their bodies as they approach puberty and how to deal with them.
- To be able to assess risks and make appropriate, safe decisions.
- Explore the idea that negative feelings about change do not last for ever.
- To learn about every human's basic rights and the differences between needs, wants and rights.
- To be aware of the greater need for personal hygiene and personal space

Year 6

- Know that there are both internal and external body changes during puberty.
- Know that each person is made from an egg from a woman and a sperm from a man.
- Know how it feels to hold a minority opinion, feel confident in standing up for your beliefs.
- To explore the importance of taking responsibility for action and behaviour.
- Develop strategies for managing their feelings.
- Learn a number of strategies for dealing with embarrassment.
- Develop strategies that enable them to manage change more effectively

Parental involvement

Parental Involvement Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents have the right to see and discuss the content of the SRE lessons that their child will receive. Parents will be notified when these lessons will take place to allow parents to discuss lesson content with the teacher or co-ordinator

Inclusion and Differentiation

SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.

Roles

Assessment

Assessment of RSE takes place formatively through discussions, observations and analysis of children's work. Pupils also self assess against the lesson objectives. The curriculum coordinator is responsible for the monitoring cycle that provided an overview of the quality of teaching and learning taking place in SRE lessons.

Our Curriculum for RSE describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2000), DfE and Ofsted guidance. Children learn about sex and relationships from the very youngest age through media and ICT, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. SRE should be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; it includes a variety of types of family structure, and acceptance of different approaches without promotion of any particular family structure. The important values are love, respect and caring for each other.