

**Sound & District Primary School**

**Our Children are our Future**

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| **Policy written by:** | Kate Styles |
| **Governor Committee:** | Achievements and Standards |
| **Date approved by Governing body:** | February 2024 |
| **Review date:** | February 2025 |

Relationships and Sex Education (RSE) Policy

The policy reflects the statutory guidance from the DfE which makes RSE mandatory from September 2020. The document is called ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education. We also follow guidance from the PSHE Association and using The Kapow Scheme.

Definition of RSE

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

The main aims for RSE in Primary Schools

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

* Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
* Prepare pupils for puberty
* Give children an understanding of reproduction and sexual development
* Give children an understanding of the importance of health and hygiene
* Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
* Answer pupils’ questions honestly and sensitively – referring the child to parents where appropriate
* Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support
* Help children to understand the consequences of their actions and behave responsibly within relationships

The information below shows what is taught in the Science Curriculum and PSHE linking to RSE. The science curriculum is statutory, so these are things that are taught to the children with specific reference to the year groups.

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| **2014 National Curriculum Science - Key Stage 1** | **2014 National Curriculum Science - Key Stage 2** |
| **Year 1**   * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense   **Year 2**   * notice that animals, including humans, have offspring which grow into adults | **Year 5**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals * describe the changes as humans develop to old age   **Notes and Guidance**   * **Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.** * **They should learn about the changes experienced in puberty.** |

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| **National PSHE Association - 2013 Programmes of Study** |
| **Key Stage 1**   * The names for the main parts of the body (including external genitalia), the similarities and difference between boys and girls   **Key Stage 2**   * How their body will change as they approach and move through puberty * About human reproduction |
| National PSHE Association Programmes of Study **1: Health and Well-Being** | National PSHE Association Programmes of Study **2: Relationships** |
| * Pupils should be taught: * 1. What is meant by a healthy lifestyle * 2. How to maintain physical, mental and emotional health and well-being * 3. How to manage risks to physical and emotional health and well-being * 4. **Ways of keeping physically and emotionally safe** * 5. **About managing change, such as puberty, transition and loss** * 6. How to make informed choices about health and well-being and to recognise sources of help with this * 7. How to respond in an emergency * 8. To identify different influences on health and well-being | * Pupils should be taught: * 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts * 2. How to recognise and manage emotions within a range of relationships * 3. How to recognise risky or negative relationships including all forms of bullying and abuse * 4. How to respond to risky or negative relationships and ask for help * 5. How to respect equality and diversity in relationships |

Teaching and Learning including Delivery of the Curriculum

At Sound and District Primary School, we believe in providing a broad and balanced curriculum for our pupils that also involves a comprehensive RSE (relationships and sex education) and Health scheme of work. Many relationship aspects are covered through our PSHE programme which helps to equip children with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives.

We have RSE lessons from EYFS up to year 6 and follow Kapow resources’. This programme reflects the recent developments in RSE and the Science National Curriculum and has been quality assured by the PSHE Association. The overview of the RSE lessons are detailed below in each of the Key Stages.

**In Key Stage 1 children are taught:**

* To consider the routines and patterns of a typical day.
* To understand how they can look after themselves e.g. Dressing and undressing
* To understand why hygiene is important and to learn basic hygiene routines
* To recognise that all families are different and how members of a family can help each other.
* To introduce concept of growing and changing including how babies become children and then adults.
* To know who we can ask for help
* In Y2 – to name the male and female body parts using accurate anatomical terminology.
* To introduce concept of male and female stereotypes
* To describe differences between male and female animals
* To learn about keeping bodies safe and which parts are private

**These ideas are further developed in Key Stage 2. The children are also taught:**

* To explore differences between males and females and name body parts
* To consider touch and know that a person has the right to say what they like and dislike
* To further explore different types of families
* To explore the human lifecycle and body changes that happen when a child grows up
* To learn about puberty and how it is linked to reproduction (Y5/6)

How Relationships and Sex Education is organised in the curriculum

* RSE is normally 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 which is more likely in Upper Key Stage Two.
* PSHE Ground Rules are used in all PSHE and RSE lessons.
* Pupils are able to ask anonymous questions by writing a note for the class worry box. This box is found in every class.
* Correct anatomical vocabulary will be used throughout the RSE and PSHE curriculum. Key vocabulary for each year group is displayed in the specific word box section on the year group overview.
* RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
* All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school’s programme through the year group curriculum information, the school website and prospectus, displays and an open-door policy.

To promote effective communication and discussion between parents and their children we notify parents through curriculum letters and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents/Carers have the right to withdraw their children from some or all of sex education delivered as part of the statutory RSE. Those parents/carers wishing to exercise this right are invited in to see the class teacher/Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed. From September 2020, parents/carers do not have the right to withdraw their child from the statutory Relationships or Health Education.

Evaluation and monitoring

The RSE curriculum and its delivery is monitored by the PSHE lead who will ensure that each year group is adhering to the RSE policy and that there is full coverage of all prescribed topics. Drop-ins and pupil voice will form part of the monitoring process. Elements of the sex education in the Science curriculum are assessed formally. Other elements of the RSE programme are assessed and evaluated using a variety of AFL (Assessment for Learning) activities.

Specific Issues within Sex Education

Ground Rules

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom

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, she/he talks to the Designated Safeguarding Leader (DSL) who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the DSL. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

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 DSL if they are concerned. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer.

Inclusion

The RSE policy reflects and is line with the schools’ equal opportunities policy and the schools ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Sound and District Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Dissemination

The RSE policy is shared with all teaching staff and governors. Copies of the RSE policy are available from the school office on request from parents and the RSE policy is also available on the school website. The school welcomes feedback from parents and carers.

Review of this policy   
  
This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.