



Relationships and Sex Education (RSE) Policy

Introduction:

Definition of RSE:

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

At Delph Side we view relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to become sexually active at a younger age. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

We recognise that some of our children experience challenging relationships outside of school and as a community we strive to provide them with high quality and age appropriate relationship and sex education so that they are successful, happy adults.

Our children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, this is why Relationships Education is compulsory in all primary schools in England and Health Education is compulsory for state funded schools since September 2020 (DfE- Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance, February 2019)

Moral and Values Framework:

Relationship and sex education will reflect the values of the PSHE/Jigsaw and Citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Relationship and Sex Education:

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Relationship and Sex Education

Legal requirements

We are mindful that parents/carers do have the legal right to withdraw their children from Sex Education, that is part of the PSHE (Jigsaw) Programme, except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education, whilst we hope they do not feel the need to do so.

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

- Notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- 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.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

At Delph Side, it is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

The organisation of Relationship and Sex Education:

The head teacher, Liz Ormerod is the designated teacher with responsibility for coordinating relationship and sex education. Emma Bentham supports Liz Ormerod with leading and coordinating RSE across the curriculum.

Relationship and sex education is delivered through science, RE, PSHE/Jigsaw, Citizenship, literacy activities, and circle time. Relationship and sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationship and sex education are usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationship and sex education include fiction, reference books, leaflets and extracts from DVDs.

Jigsaw Content:

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) Appreciate that some parts of my body are private. tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	Understand that in animals and humans, lots of changes happen from birth to fully grown , and that usually it is the female who has the baby Express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow

		express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally

		Express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
	Piece 4 Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

The learning intentions highlighted in red are statutory outcomes that will be taught through the National Curriculum during science lessons.

Relationship and sex education is monitored and evaluated by SLT. As a result of this process changes will be made to the relationship and sex education programmes as appropriate.

Specific Issues

Parental consultation:

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex education, not included in the National Curriculum Science Orders, alternative work would be set. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality:

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Designated Senior Leader (DSL) in line with the school procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions:

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors:

When appropriate, visitors such as the school nurse may be involved in the delivery of relationship and sex education.

Children with special needs:

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

Monitoring and Evaluation:

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for relationship and sex education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by learning walks, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.