



Care, Collaboration, Challenge

Relationship and Sex Education Policy

Definition of RSE

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

- Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
- Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
- Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Purpose of the Relationship and Sex Education Policy

Producing an up to date RSE policy is the statutory responsibility of the governing body. The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE
- Teach statutory RSE elements in the Science National Curriculum
- Meet the school's safeguarding obligations 21448017-1 5

- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Why Teach RSE at Primary School?

- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships
- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices
- It helps make sense of misinformation in the media and from peers
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships
- It protects children from sexual exploitation and inappropriate on line content
- It is a statutory part of the science curriculum covering the biological aspects of RSE

Aims for RSE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

Learning Outcomes

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main 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.
- Recognise safe and unsafe situations.
- Identify and be able to talk to 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.
- 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, for example teacher, Childline.
- 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.
- Recognise 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 of others.
- See things from other people's viewpoints, for example their parents or carers.
- Discuss moral questions.
- Listen to, support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example in relation to gender, age, homosexuality, colour, ethnicity.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

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.
- That safe routines can stop the spread of viruses like HIV (eg: dirty needles).
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved in risky activities (eg: drug use, alcohol)
- 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, single parent 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 it 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.

Who teaches RSE?

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby.

Inclusion

At Springfield Primary Academy we teach RSE to all children, whatever their ability and individual needs. RSE forms part of our school curriculum policy to provide a broad and balanced education for all of our children. We strive to meet the needs of all pupils with special educational needs, disabilities and of those learning English as an additional language. We recognise the fact that we have children of differing ability in all of our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Parental Involvement

Parents have the right to see and discuss the content of the RSE lessons that their child will receive. It is therefore the schools responsibility to notify parents of when these lessons will take place and provide enough notice to allow parents to discuss lesson content with the teacher. Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum.

Confidentiality and Safeguarding

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Assessing RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE and citizenship.