

HULLAND CHURCH OF ENGLAND PRIMARY SCHOOL



Relationships & Sex Education Policy

At Hulland Church of England Primary School we believe that an effective Relationship and Sex Education (RSE) policy is essential to enable children to make responsible and informed decisions about their lives.

RSE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of marriage and its role in family life and bringing up children. The school also recognises the importance of other strong and mutually supportive relationships: these are respectful, loving and caring. It does not promote any one form of relationship, but ensures that there is no stigma attached to children based on their home circumstances. It is also about teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

What is RSE?

At Hulland Church of England Primary we aim to develop in our children an understanding of the physical, biological emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to year 6. This prepares pupils for the opportunities, responsibilities and experiences of adult life.

1 Attitudes and Values

- To learn the value of love respect and care.
- Learning the importance of family life and learning to value our own families.
- Recognising that not all families are the same.
- Recognising that not all people are the same, and learning how to love and respect others.
- Identifying people we can trust.
- Understand that we have control over our bodies

2 Personal and Social Skills

- Recognising the role we play in our families.
- To develop communication skills with peers, school and family
- Understand the consequences our actions have and the impact they have on other people.

- Recognising “safe” and “unsafe” situations, to learn how to assess risk and to develop strategies for keeping safe.
- Becoming more aware of which people are “safe” to be with.
- Understand how to deal with conflict.
- To develop an understanding of difference and an absence of prejudice.

3 Knowledge and Understanding

- Recognising the physical changes that occur in animals during their lives.
- Understand that animals and humans reproduce.
- Recognise the needs of babies and young people.
- To recognise and name the main external parts of the body, including agreed names for sexual parts.
- Understand some of the changes our bodies go through, as we get older.
- Understand how to maintain personal hygiene.
- Recognising what makes a good friend.
- To know about human life processes such as conception, birth and puberty.
- To develop an understanding of the physical and emotional aspects of puberty.

Aims and objectives

RSE at Hulland Church of England Primary School will contribute to the PSHE and Science curriculum. Sex and relationship education will be fully integrated into the curriculum and not taught in isolation or over-emphasised in any way. Through PSHE and science children will be taught how to:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Name parts of the body and understand some of the changes our bodies go through at different times.
- Protect themselves and ask for help and support.
- Develop skills in language, decision making and assertiveness.
- Participate in society and value themselves and others.
- Feel positive about themselves.
- Develop a range of intelligences.
- Develop working relationships.

We will work in partnership with parents, consulting them regularly on the content and delivery of RSE within the school. We will use the expertise of health professionals to enhance and enrich the delivery of RSE. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school’s policy.

Teaching methods and resources

At Hulland Church of England Primary School we use a range of learning methods to teach PSHE and RSE. A variety of strategies are used to encourage listening skills, discussion, debate and reflection. This is achieved through:

- Role play and drama
- Circle time
- Sharing own views
- Games
- Creative work
- Mind maps
- Problem solving
- Working in groups, pairs and individually
- Class discussions
- Reflection time

Role of parents

The school is well aware that the primary role in children's sex and relationship education lies with parents and their carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this we:

- ❖ Inform parents about the school's Relationship and Sex Education policy
- ❖ Answer any questions parents may have about the education of their child.
- ❖ Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- ❖ Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parent and carers give to their children at home.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from lessons they should discuss this with the class / head teacher.

Specific Issues within RSE

a) What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will;

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Avoid the use of any slang.

b) Safeguarding

RSE may bring about disclosures of safeguarding children and all staff are conversant with the policies and procedures for reporting concerns.

c) Confidentiality

As a general rule a child's confidentiality is preserved by the class teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they

talk to the DSO (Designated Safeguarding Officer) / Head Teacher or discuss with Starting point.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Teachers should not be drawn into providing more information than is appropriate to the age of the child.

Equal opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and have opportunities to make the greatest progress in all areas of the curriculum within our school. Care is particularly taken to ensure we promote positive gender stereotypes.

Assessment, Monitoring and Evaluation

Assessment examples used through the RSE programme include;

- Discussion
- Teacher assessments
- Students self-assessment
- Evaluations by the RSE Class teacher to inform future planning

Monitoring & Evaluation

Teachers keep their own personal evaluations to inform future planning. The RSE programme is evaluated to ensure it meets the changing needs of young people and reflects the views and values of the school community.

Working with Outside Agencies

Occasionally appropriate and suitably experienced and knowledgeable visitors from outside the school may be invited to contribute to the RSE curriculum in school- e.g. The school Health team, Members of the NSPCC (Safe Speak)

Links to other policies;

The RSE policy can be cross-referenced to other School Policies including;

- Safeguarding Children Policy
- E safety Policy/Online Safety Policy
- SEND Policy
- Anti-Bullying Policy

Dissemination of the policy

This policy is available via the School Website.