

SHIPLEY CE PRIMARY SCHOOL

Relationships and Sex Education (RSE) Policy

Shipleigh CE Primary School is committed to the teaching of Relationships and Sex Education. It will be taught as part of our PSHE and Science curriculum and as part of our spiritual teaching through our 'Values for Life' programme. As a Christian community we discuss the importance of moral and emotional development as well as the physical growth and changes the children will experience. We value the importance of marriage for family life, stable and loving relationships, respect, love and care. Relationships and Sex Education is an open forum for pupils to discuss a range of physical and emotional issues in a frank, open and honest way. Well-being and emotional health is promoted throughout.

In Years 5 and 6 RSE will support the teaching of the following aspects of the Y5 Science Programme of Study:

Pupils should be taught to describe the changes as humans develop to old age

- *Pupils should draw a timeline to indicate stages in the growth and development of humans.*
- *They should learn about the changes experienced in puberty.*

What is distinctive about RSE in church schools?

RSE in church schools should be sensitive to the circumstances of all pupils and mindful of the variety of expressions of family life in their local communities: it should also clearly uphold Christian beliefs and values.

In a Church of England school, Christian beliefs and values should underpin RSE in order that:

- Sex education is taught in the context of relationships and family life;
- Sex education includes learning about physical and emotional development;
- Sex education is part of a wider social, moral and spiritual education process;

Governors' responsibilities

- Governors are responsible for agreeing a whole school approach to SRE
- Governors are responsible for deciding at what stage to offer sex education and ensuring any arrangements comply with current legislation and statutory obligations.
- At Shipleigh CE Primary School, Governors review the RSE policy on an annual basis.
- Governors ensure the policy reflects the Christian ethos of the school. This means that RSE will reflect the Christian beliefs, values and attitudes of the school community; with an emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self awareness and a sense of moral responsibility.
- The RSE policy should also reflect the school's vision as a church school.
- Governors should ensure that the RSE policy is linked to other relevant policies, in particular policies concerned with promoting the welfare and safeguarding of pupils.
- In drawing up the RSE policy governors should involve parents/carers and pupils to ensure it meets the needs of the pupils.
- Governors should ensure that a copy of the RSE policy is accessible to all parents/carers.

Right of Withdrawal

SHIPLEY CE PRIMARY SCHOOL

Parents and carers have the right to withdraw their children from the teaching of RSE, except for those parts included in the Statutory National Curriculum – the Science curriculum. If parents and carers wish to withdraw their children from RSE they should discuss this with the headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school will make discrete, alternative arrangements in such cases.

The three main elements of RSE:

1. **Attitudes and values:**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making and making choices

2. **Personal and Social skills:**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self – respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

3. **Knowledge and understanding:**

- Learning and understanding physical development at appropriate stages, including changes at puberty.
- Understanding the process of human reproduction within the context of relationships.

Sensitive Issues

Teachers delivering the school's RSE programme deal sensitively with issues arising in the curriculum content. If pupils ask questions or seek information about sensitive matters teachers should use their professional judgement over the response in these matters, possibly after consultation with colleagues and/or parents. Adults should be especially aware of issues regarding safeguarding and confidentiality, including the relevant policies.

Relationships and Sex Education (RSE) will: -

- be developmental and appropriate to the age and stage of the child
- put forward factual knowledge and encourage the exploration of facts
- examine opinions and concepts and encourage discussion
- encourage awareness, respect and responsibility for oneself and others

SHIPLEY CE PRIMARY SCHOOL

- develop a strong sense of personal safety and choices
- take place in a familiar environment with a clearly articulated set of ground rules
- be conducted in a sensitive manner and in confidence. However, if there is a disclosure made the teacher will report it to the Designated Child Protection Officer (see Child Protection Policy).

Resources and Teaching materials

The school uses the Channel 4 Living and Growing (Alternative Version) resources to deliver the RSE programme. This includes short videos.

Parents and carers are invited to view planning and resources before the programme commences.

This policy must be taken in conjunction with

- Safeguarding policy
- PSHE policy
- Science policy
- Anti-bullying policy

Policy adopted by Governing Body.....

Signed

Chair of the Governing Body

Date of next review – June 2018

Appendix 1: A Sequence for Teaching RSE

Willows- Reception

- people who are important to me
- my moods - feeling happy or sad
- relationships/friendships
- loss and mourning - a person or pet
- keeping safe - dangers I might come up against and saying no
- my body and other people's bodies - similarities and differences
- the beginning of life - me, animals and plants

Oaks- Year One/ Two

- changes as we grow
- different types of families
- feelings in the family - love and jealousy
- what makes me happy
- keeping safe including internet safety
- caring for myself - hygiene, sleep and exercise
- growth in people, animals and plants

Ash – Year Three/Four

- feelings - things which make me happy, sad, embarrassed and scared
- how young are born and how they grow
- making decisions - influences on me and peer group pressure
- ageing - how we know things are alive, dead, young or old.
- keeping safe – the underwear rule – NSPCC
- Internet safety

Sycamores – Year Five/Six

- decision making and risk taking including keeping safe
- feelings about the future - changing schools and adolescence
- families and how they behave - what members expect from each other
- celebrations of birth, puberty, marriage and death in different cultures
- expressing feelings and how we do this - being assertive and not bullying
- puberty and body changes in me and others - why they are happening
- things that go into my body that help and things that harm – alcohol, drugs, smoking
- messages about health and sexuality from television, films, books and newspapers
- Safety – including NSPCC's Childline and internet safety

In every year group there will be a culture of open discussion for children to ask any questions on RSE that might arise from either their own personal experience or from the media. Age appropriate

SHIPLEY CE PRIMARY SCHOOL

questions may be addressed on a broad, matter of fact level. External professionals may be used to reinforce safety on line. The school's safeguarding procedures are paramount throughout.