



Relationship and Sex Education (RSE) Policy

Reviewed:

Ratified by the Governors:

Due for Revision:

Relationship and Sex Education (RSE) Policy

School statement

RSE is lifelong learning about relationships, sex, emotions and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and families.

National Context

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of RSE:

- Young people learn about the nature of stable, loving relationships, marriage and their importance for family life and the bringing up of children
- Children are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Aims

The following aims complement those of the National Science Curriculum. RSE should prepare children for an adult life in which they:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Can name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

Content & Organisation

The sex education elements contained in the National Curriculum for Science orders are mandatory for all pupils of Primary age. RSE provided in the PSHCE curriculum is complementary to and distinct from the Science Curriculum.

Learning Outcomes

The following statements are offered as an illustration of learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on Department for Education and other guidance on RSE and they reflect elements of the non-statutory framework for PSHCE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external 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 with 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 children
- 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 including agreed names for sexual parts
- 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

- 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 and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- 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*
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- 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
- About, and accept, a wide range of different family arrangements

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 this is unacceptable
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

**These areas of PSHCE are taught within the science curriculum.*

Specific Issues

Puberty

- Both boys and girls should be prepared for puberty and girls should be prepared for menstruation before their periods start

Homophobia

- All members of the school community should be treated within the context of equal opportunities. Any homophobia will be challenged and recorded in accordance with the school Behaviour Policy. (Further guidance is available in *Stand Up for Us DfES 2004 and The Equality Act 2010, Department for Education Advice 2013*)

Procedures for Pupil Withdrawal from SRE

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside the National Curriculum of Science.

Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the school's Relationships and Sex Education Policy
2. Ask the school for an appointment to see the PHSCE Co-ordinator / Member of the Senior Leadership Team concerning withdrawing their child from RSE

Following the meeting if they still wish to withdraw their child they will be asked to put their request in writing stating which part of the programme they wish their child to be excluded from.