



Relationships and Sex Education (RSE) Policy

Introduction

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

Relationship and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society, and preparing pupils for the opportunities, responsibilities and experiences of adult life.

What is Relations and Sex education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health Education (PSHE). The teaching of RSE at Egginton Primary School provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. As part of RSE, we respond to children’s questions about sexual issues and we do this with regard to matters of morality and individual responsibility in a way which allows children to ask and explore oral questions.

Aims

Knowledge, skills and understanding

- Learning and understanding physical development at appropriate stages
- Beginning to understand human sexuality, sexual health, emotions and relationships
- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions
- Generating an atmosphere where age appropriate questions and discussion on physical and sexual matters can take place without embarrassment
- Learning the responsibilities of parenthood and exploring the ideal circumstances for becoming a parent
- Learning the values of respect, love and care
- Learning about and preparing for puberty



Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable, loving relationships
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Developing a respect for their own bodies, including hygiene

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
- Developing confidence in talking, listening and thinking about feelings

Children at Egginton will also develop their sensitivity and tolerance towards others through:

- RE and Collective Worship
- Circle time
- PSHE lessons
- The wider school curriculum

RSE Provision

Where is RSE taught?

We teach RSE through different aspects of the curriculum. It is mainly taught through the Personal, Social, Health Education (PSHE) programme but it is also taught through other subject areas where it is felt to be appropriate, for example during science and PE lessons.

How RSE is taught?

RSE is taught through an age appropriate spiral, progressive curriculum that has been developed through consultations with staff and governors. The school nurse will be used in conjunction with the lessons taught within the school curriculum but not to deliver all the content in discreet sessions. A range of resources will be used to support the teaching of age appropriate learning objectives including:

- Channel 4 'All About Us: Living and Growing'
- SEAL
- ASK
- NSPCC



Content

The following is a broad outline of the main RSE content covered in each year group.

Reception – ELG's

Personal, Social and Emotional development – Making relationships

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional development – Self-confidence and self-awareness

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional development – Managing feelings and behaviour

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Year 1

- To recognise the particular needs of babies
- To name the main body parts
- To recognise that living things grow and change at different rates
- To develop skills to deal with unwanted physical contact
- To understand the concept of families and that they can change

Year 2

- To understand a female gives birth
- To explore secrets and the difference between good and bad secrets
- To name parts of the body
- To explore stereotypes – gender and family

Year 3

- To recognise change is part of growing up and to develop a positive attitude towards change
- To appreciate not all family units are the same
- To understand the needs of a baby and experiences before and after birth

Year 4

- To understand different rates of growth are perfectly normal
- To develop a positive attitude to personal body image



- To understand some of the physical and emotional changes during puberty
- To develop skills of asking for help

Year 5

- To consider physical and emotional changes in puberty and approaches to dealing with it
- To learn how a baby is conceived and born (linked to Science curriculum)
- To consider the qualities of an adult relationship
- To understand gender specific puberty changes

Year 6

- To revise understanding of puberty
- To become aware of pressure to conform and media influence
- To explore the concept of marriage and other relationships

Teaching methods and resources

Active learning methods ensure pupils' full participation and development of skills. RSE will take place in mixed-sex classes or single gender groups as deemed appropriate and relevant by the children's regular class teacher. Should a teacher be absent a short-term supply teacher would not deliver RSE. Ground rules will be set with the children before the commencement of any RSE session in order to minimise embarrassment, protect privacy and ensure appropriateness.

Answering 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. The school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Subject leader or the Headteacher if concerned:

- Teachers should establish clear parameters about what is appropriate and inappropriate in whole class settings.
- Teacher should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling or silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will then have time to prepare answers before the next session or can choose not to respond to questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, as soon as possible, on an individual basis. In answering sensitive questions, teachers will firstly seek the child's view, in order to gauge the answer at the level of the child's understanding. This will help guide them as to how much information is appropriate. Children should be given factually accurate answers, using correct terminology at all stages. If the teacher is uncomfortable or unsure about answering they must first make sure they have the



facts correct and can ask for the advice of the PSHE subject leader or other colleagues. If the teacher considers the question unsuitable for the whole class he/she will discuss the question on an individual basis with the child, accompanied by another adult. Teachers should not be drawn into providing more information than is appropriate to the age of the child.

- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual child protection policies and procedures followed.

Staff training, confidentiality and Child Protection

Should a member of staff feel unsure or uncomfortable about their delivery of the RSE sessions, they should discuss their concerns either with the PSHE Subject leader or the Headteacher. RSE will take place in a secure and supportive environment; however, the children will be made aware that teachers **cannot** offer unconditional confidentiality. All staff involved in delivering and supporting RSE will be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Roles and Responsibilities

The role of the PSHE Subject Leader, the head teacher and governors is to:

- evaluate the strengths and weaknesses in the subject, indicating areas for further development
- monitor the progress and development of the policy
- keep staff up-to-date with subject developments and new resources
- provide support for colleagues
- establish and organise training needs
- manage subject budget effectively
- liaise with SMT, parents, governors and support agencies

All staff are able to contribute to the policy and share the responsibility for its implementation and development.

Role of Parents

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

Parents have the right to withdraw their child from any part of the sex education programme. If a parent wishes to withdraw their child they should discuss this first with the class teacher or head teacher and make clear which aspects they wish their child to



be withdrawn from. The school always complies with the wishes of the parents in this regard.

Prior to the onset of the RSE unit, staff will ensure they have sent a letter to parents outlining the curriculum for their year group. There will always be an opportunity for parents to discuss the content of work in a forthcoming RSE unit with the class teacher and view and discuss teaching resources.

Working with Outside Agencies

The school nurse will help advise in the delivery of some of the more difficult and explicit areas of the RSE curriculum. All visitors involved in the delivery of RSE, including the school nurse, will be aware of the school policy and work alongside it accordingly.

Equal opportunities

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Policy Review

The policy will be reviewed by the PSHE Subject Leader every two years and will consider points raised throughout those two years in regard to the effectiveness of the policy. Should amendments be necessary the whole staff and governors will be involved and parents informed of policy changes.

Date of Policy: April 2017

Review Date: April 2019