



CLARE COMMUNITY
— PRIMARY SCHOOL —

Relationships and Sex Education (RSE) Policy

Sex and Relationships Education Policy
Date approved: **December 2019**
Next review date: **December 2022**

Statement of Intent

Our vision is to deliver a learning experience for each pupil which encompasses each of our core values: Citizenship, Learning to Learn, Aiming High, Respecting Ourselves and Others and, most importantly, Enjoying Learning.

Each child, irrespective of background or academic ability, has the right to access an engaging and stimulating curriculum, within a safe, secure and nurturing environment. At the heart of our curriculum is our belief in creativity, diversity and aspiration for all. We believe that children should not be limited by labels and have created this curriculum to inspire, enthuse and engage all of our pupils and their families, working in partnership with parents and carers. We also aim for them to acquire experiences within the local and wider environment irrespective of personal socio-economic circumstances.

We are conscious of the responsibility of schools in shaping well-rounded individuals who are confident learners willing to take risks and have the knowledge and skills necessary to be a 21st century citizen. We have incorporated opportunities to develop leadership and collaborative skills, and to utilise our setting fully, including the rich locality as a wider campus.

By the end of their primary education, we want our pupils to be aware of their responsibility in shaping the future as life-long learners, as well as having pride in what they have achieved with us.

Introduction and Background Information

Clare Community Primary School is a modern and well-equipped facility, which was extended and completely refurbished in 2010. The school has approximately 206 students who are mainly white and Christian. At any one time there are approximately 13% of students with Special Educational Needs, ranging from School Support to those with an EHC Plan. The content is taught within the moral framework and ethos of the school's principles as stated in the school's Statement of Intent. The school's approach to RSE is balanced and takes account of, and is sensitive to, different viewpoints.

Definition of Sex and Relationships Education

Sex and Relationship Education (RSE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. It has three main elements:

Attitudes and values

- Learning the importance of values and individual conscience and moral consideration;
- Recognition of the value of family life, marriage, stable and loving relationships for the nurture of children;
- Respect for self and others;
- Exploration of moral dilemmas;

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- Development of critical thinking.

Personal and social skills

- Self-confidence, self-esteem and empathy for others;
- Managing emotions and relationships confidently and sensitively;
- Skills of choice to manage responsibility and developing an appreciation of the consequence of choices made;
- Developing self-respect and empathy for others;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity and the benefits gained from such delay;
- The avoidance of unplanned pregnancy.

The Relationships and Sex Education Policy has been developed in accordance with the current requirements of the law, taking into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (February 2019 Draft) which takes effect from 2020, as well as the Equality Act 2010.

Aims and Objectives

As children start to go through puberty, it is important that they understand how their bodies are changing and why they may be acting or feeling differently. We aim to enable them to understand these processes within the context of loving and safe relationships. Nowadays there is a vast amount of, sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc which young people may have access to, and this can sometimes make an already confusing time seem even more complicated!

The purpose of Sex and Relationship Education (SRE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school should reinforce what you are already doing at home.

The key aims of SRE are to:

- 1 Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
- 2 Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- 3 Foster self-awareness and self-esteem.
- 4 Develop a sense of responsibility and respect for themselves and others.

All teaching materials are appropriate to the age and emotional maturity of the pupils concerned and the teachers will aim to present the programme in an objective, balanced and sensitive manner.

Content

As part of our PSHE curriculum, we provide Sex and Relationships lessons for classes from Year 1 through to Year 6 in a carefully structured series of lessons reflecting their growing maturity and awareness as they move throughout primary school. These have been scheduled to take place during this half-term, within our PSHE topic and school value of Respecting Ourselves and Others. We use a series of Channel 4 programmes entitled `Living and Growing` which presents the material within a recognisable and familiar context, focusing on changes occurring at an individual pace and within the context of stable and loving relationships, family life and respect for others.

Classes will have three timetabled lessons, each lasting from 30-45 minutes and taking a slightly different topic, with lots of reinforcement and opportunities for questions and discussion. Below you can see how the programme is structured, with the coverage for each year group:

Year Group	Topic/Programme	Areas covered
1	Differences	`Living Things` : the difference between male and female, feelings and life cycles
2	How did I get here?	`Growing` : looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It also covers the growth of the foetus during pregnancy. Correct scientific names for different parts of the body including genitalia
3	How did we get here?	Revisits this learning
4	Changes	This programme explores the physical and emotional changes that take place at the onset of puberty, and how we feel about ourselves. It considers some of the changes that are outside our control, and the choices we face in others over which we can have increasing control as we

		grow up. It reaffirms that puberty is a normal and natural process.
5/6	Girl Talk Boy Talk	This reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration. Boy Talk reviews the physical and emotional changes that take place for boys at the onset of puberty. It deals with the information not only from the point of view of boys but also in terms of what boys need to know. Sexual intercourse and problems commonly faced by boys are given consideration.
6	How babies are made How babies are born	This programme examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasizes the importance of loving, caring relationships between couples and the value of the family and relationships within it. This reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth, and the inheritance of physical characteristics.

The programme will cover:

- 1 Love, Marriage and Relationships
- 2 Puberty
- 3 Menstruation
- 4 Personal Hygiene
- 5 Reproduction

From the outset, correct terms are used for genitalia and other changes that occur in puberty.

The Year 6 programmes also include a simple animation explaining how babies are made. In Years 5 and 6, the children will initially be taught in single sex groups although exactly the same content will be covered, recognising that children can find the presence of the opposite sex a barrier to discussing frankly issues such as menstruation and physical development.

We understand that these issues can be sensitive and would be happy to share with you lesson content and resources if you wish- please contact myself for further details. We hope the attached

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leaflet is useful in outlining the school's responsibilities and suggesting how it can support parents in communicating with children.

Personal, Social & Health Education:

The PSHE programme will include the following topics across Key Stage 2, with age appropriateness of topics taken into account. The majority of this content will be delivered in lessons. Some topics will be considered more than once, but from perspectives appropriate to the age of students. E.g. 'Relationships' in Year 6.

Some elements of the programme may be delivered by external agencies. E.g. Bespoke workshops/assemblies from the School Nursing Service (or similar).

Equal Opportunities

The RSE programme responds to the needs of individual students and takes the cultures, faiths and family backgrounds of all students into consideration. We strive to ensure that all students are treated fairly and that there is no discrimination or bullying on the grounds of race, gender, disability, age, sexual orientation or religion. Casual or 'everyday' sexism, misogyny or homophobia is not tolerated. Students with Special Educational Needs may be given extra support from SEN staff.

Specific Issues within RSE

Safeguarding

RSE may bring about disclosures of safeguarding children issues and all staff are aware of how to report concerns. In these cases the school's safeguarding procedures will be followed.

Confidentiality

Nurses working within the school will be guided by the Fraser Guidelines, that provide guidance for health professionals and details of these are provided in the DfE document Sex and Relationship Education (2000). The Designated Safeguarding Lead will have a discussion about safeguarding with any health professional or other adult before they start work with SVCS students. This is to ensure they are familiar with the relevant policies and expectations regarding correct practice and responding to issues, including those that may relate to Child Protection Matters.

All staff and visitors will work in accordance with the school's Safeguarding (Child Protection) Policy; produced in line with the most recent version of the document Keeping Children Safe in Education.

Staff should ensure that students understand that they are not in a position to guarantee confidentiality. The school will make it clear to students that some information cannot be kept confidential and that, if certain disclosures are made, the school may need to involve outside agencies. This will be particularly relevant in cases where students are engaging in, or intending to engage in, sexual activity below the legal age of consent or any case where the member of staff and the Designated Safeguarding Lead may judge that the student is at risk. Students will be offered sensitive and appropriate support in the event of such disclosures. Whilst it is the school's policy to inform and involve parents, there is no legal responsibility for teachers to do so if this is against the express wishes of the student concerned.

Explicitness and Delivery

Staff should make it clear that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with a sense of openness but that the opportunity for students to ask questions is there. Staff will try to respond to students' questions providing that answers are framed in terms of factual accuracy. Ground rules will be used in all RSE lessons and technical vocabulary will be used to replace slang words as part of the learning.

Communication of this Policy

The policy will be made available on the school website. Training will be regularly delivered to staff. A printed copy will be provided on request.

Review

This policy will be reviewed every three years by the Governing Body, following consultation with parents, students, staff and relevant external agencies.

Ratified by Governing Body	CCPS LGB
Date	02 December 2019