

Pottery Primary School



Relationship and Sex Education (RSE) Policy

Legal Requirements:

- The Board of Governors keep an up to date RSE Policy that describes content and the organisation of RSE provided outside of the science national curriculum.
- Parents /carers have the right to withdraw their children from RSE lessons.

Why Do We Teach Relationships and Sex Education?

Elements of sex education, though non-statutory, are also part of an integrated PSHE programme of work. For the purposes of this policy, we will refer to Relationships Education and Sex Education as combined subjects (RSE); learning about physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty; these approaches support our wider work of building resilience in our pupils.

At Pottery, we deliver age appropriate sex education as an integrated part of our PSHE programme; PSHE Matters. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies and feel comfortable to ask questions. We focus on attitudes and values, skills and as well as knowledge and understanding; this will include developing self-esteem and the skills to manage relationships.

As a school, we recognise the impact of social media, the media and the digital world on our children and young people; we aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

What does our RSE Curriculum Include?

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

In Key Stage 1 (age 5-7)

Children will learn about:

- recognising naming and managing their emotions;
- what makes them special; what makes a good friend;
- how to be kind to others; what's special about them and their families;
- how families are different;
- life cycles;
- changes and how they have changed since babyhood;
- how boys and girls bodies are different;
- the correct names for sexual body parts;
- that some parts of their body are private;
- how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9)

Pupils learn about:

- change in friendships, relationships and families;
- how to be a good friend online and offline;
- managing conflict in friendships;
- how and why their bodies are changing;
- staying safe online;
- gender stereotypes and their impact;
- feelings and how to cope with them;
- a male and a female are needed to make a baby;
- what a baby needs,
- privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11)

Pupils learn about:

- the important relationships in their life;
- how to show love to others;
- the different kinds of families and partnerships;
- marriage and stable loving relationships and their importance for having babies and bringing up children;
- how to recognise healthy and unhealthy relationships;
- the different types of bullying, why they are unacceptable and how to respond;
- the physical and emotional changes in puberty, including menstruation, and how to cope with them;
- how babies are conceived, how they develop and are born;
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.
- FGM

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

The National Curriculum

Science is statutory and has explicit links to RSE. These include:

Key Stage 1:

- identify name, draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- animals, including humans, have offspring that grow into adults

Key Stage 2:

- describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Attitudes and Values:

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop and understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to develop an understanding of the value of family life and an appreciation of the many different types of family

Personal and Social Skills:

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice

Knowledge and Understanding:

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to know who can provide help and support

Parents / Carers

We will keep parents/carers informed of the RSE programme through publishing the content of the programme and policy on the school website and by providing further information / resources on request.

We hold an annual meeting for upper KS2 school pupils who are studying how babies are conceived. We will ensure that parents/carers know that they have the right to withdraw their child from aspects of the programme that are not related to the statutory curriculum. If they wish to do this, they will be invited to a meeting to discuss any concerns, however should they still wish to withdraw their child, they will need to put this in writing. Parents will be encouraged to discuss any queries or concerns with their child's class teacher or member of the Senior Leadership Team.

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

Asking and Answering Questions:

Teachers will answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Use the correct terms for all body parts as this is deemed good practice.
2. Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.
3. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
4. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
5. Personal questions should be referred to the ground rules/group agreement.
6. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Equality

Pottery delivers RSE in line with the Equality Act 2010 and considers characteristics of age, sex, race, disability, religion and beliefs. We recognise that children have varying needs regarding RSE depending on their circumstances and background.

Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through teaching that is differentiated and personalised when appropriate.

Confidentiality and safeguarding:

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the policies and procedures for reporting their concerns. As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if staff believe that the child is at risk or in danger, they have a duty of care to talk to the Designated Safeguarding Leaders in school.

Other related policies and documents:

- PSHE Policy
- Safeguarding /Child Protection Policy
- E-safety policy
- Anti-bullying policy

Monitoring and Evaluation

The programme is evaluated by the PSHE/RSE coordinator. This takes place through a variety of methods. The views of parents, pupils and teachers who deliver the programme, will be used to make any necessary changes and improvements to the programme on an ongoing basis. This policy will be reviewed annually and any amendments will need to be approved by the Board of Governors.

Reviewed by: Michelle Scrowston November 2021