



Pensilva Primary School

Relationship and Sex Education Policy

Introduction

The purpose of the policy is to outline how through our Relationship and Sex education (RSE) provision we aim to support our pupils social, moral, cultural and emotional development. Our focus is on developing our pupil's knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change. We place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships.

Our school's policy on relationship and sex education (RSE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000).

Other related policies and documents include: The PSHE Policy, Behaviour and Anti-Bullying Policy, Child Protection Policy and Peer on Peer Abuse Policy.

Aims

We teach children about:

- Respectful relationships and respecting others even if they are different from ourselves.
- Healthy relationships including online safety and where to seek help.
- All families are equal.
- Being safe-respecting and being in control of their own bodies.
- Scientific anatomical names for parts of the body.
- How bodies change, including physical development and puberty as children approach adulthood.

Context

We want our pupils to develop healthy positive behaviours that will support them through life. Our RSE policy encompasses our schools core values and British Values are also at the forefront. We are committed to safeguarding all children and our provision of RSE supports this commitment. We provide children with the opportunity to learn about healthy relationships, respect for themselves and where to seek help if needed. We aim to equip children with the knowledge and skills to make safe positive decisions through life.

All pupils will be offered the same sex and relationship education curriculum entitlement tailored to their individual need and stage of emotional development. It is our aim to offer all pupils the opportunity to develop their potential within an atmosphere which values each individual as unique and worthy of respect. We use an inclusive, whole school approach to ensure RSE can be accessed in an age-appropriate way throughout a child's school career.

Defining Sex and Relationships Education (SRE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 – this would be inappropriate teaching. (DfEE Guidance 0116/2000)

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 and individual needs.

Organisation

We teach RSE through our PSHE curriculum and where appropriate through our science curriculum. In PSHE we have introduced a whole school PSHE scheme called Jigsaw. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development.

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Through our Science Curriculum

Teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

Confidentiality

All RSE lessons are taught in a sensitive manner respecting the needs of all pupils. Our school will develop ground rules for lessons promoting a positive supportive learning environment. RSE lessons may lead to a disclosure from a pupil if this is the case staff are to follow our safeguarding/child protection policy informing the schools safeguarding lead if needed.

Parents/Carers

The school recognises that parents are their child's first educator and that the primary role in children's Relationships and Sex Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we will:

- inform parents about the school's Relationship and Sex Education policy and practice.
- answer any questions that parents may have about the Relationship and Sex Education of their child.
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for Relationship and Sex Education in the school.
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.
- hold a parent meeting to inform parents about the scheme of work used with examples of materials given out. Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school, except for those parts included in statutory National Curriculum. If a parent wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Head-Teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The role of the PSHE Lead/Headteacher

The PSHE lead, Becky Palfrey, monitors and reports on the effectiveness of the policy. It is the PSHE lead's responsibility to ensure parents/carers and staff members are familiar with the policy. It is also their responsibility to ensure it is implemented effectively and that training is given where needed and to make staff aware of how to deal sensitively with issues should they arise.

Monitoring and Review

Governors are responsible for monitoring the RSE policy and give due consideration to any comments/queries raised by parents/carers. The head teacher is to keep a written record of any comments. The policy is to be reviewed two yearly or earlier as the statutory guidance on RSE is published.