



Rationale

Sex and Relationships Education will be taught to promote the spiritual, moral, cultural, emotional and physical development of pupils at the school to prepare for the opportunities, responsibilities and experiences of adult life.

1 Introduction

Our school's policy on Relationship and Sex Education (RSE) is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000). In addition the Children and Social Work Act (2017) states that Relationship Education must be provided in all primary schools.

In the DfES document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.

Our curriculum allows children to ask and explore questions with consideration for individual responsibility and morality in a safe, supportive and respectful context. RSE is part of our personal, social and health education (PSHE) curriculum. We therefore also use the PSHE Association's Programme of Study to help inform the content of our RSE lessons and the Christopher Winter Project (CWP) materials recommended by our Local Authority.

2 Aims and objectives

As appropriate to age and maturity, children will learn about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for our own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse and what to do if you are worried about any sexual matters
- keeping safe through responsible use of IT and social media

3 Context

We teach about relationships in the context of the school's aims and values (see the values statement in the Curriculum Policy). While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach RSE on the understanding that:

- it is taught in the context of marriage, stable relationships and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children will learn about their responsibilities to others, and be aware of the consequences of sexual activity including on-line activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 Organisation

We teach about relationships through different aspects of the curriculum. While we carry out the main RSE in our personal, social and health education (PSHE) curriculum, we also cover some areas through the statutory science curriculum and other subjects, such as I.T. and PE.

We believe all the latter contribute significantly to children's holistic knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, and why males and females are different. We encourage children to ask for help if they need it. By the end of Key Stage 2, we ensure that children know how and why their bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

In science lessons, 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.

We liaise with the Local Health Authority about suitable teaching materials to use with our children in SRE lessons. Teachers will answer all questions with sensitivity and care.

5 RSE and I.T.

It is important to recognise the constant and fast paced evolution of IT within our curriculum and society. At Valence we believe it is essential for E-Safety guidance to be given to children and their families on a regular and meaningful basis, teaching the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom (see E-safety policy).

Children are taught about where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Child line.

Children are taught;

- to adhere to rules of responsible online behaviour
- to avoid giving out personal details which may identify them or where they are (full name, address, phone numbers, school details, IM/ email address, specific hobbies/ interests)
- not to arrange to meet anyone without specific permission from a responsible adult

- to immediately tell a teacher/ trusted adult if they receive upsetting digital communication
- to use only school approved accounts on the school system and only under direct teacher supervision for educational purposes
- to be cautious about the information given by others on-line
- to avoid placing images of themselves (or details within images that could give background details) on-line and to consider the appropriateness of any images
- to set and maintain their online profiles to maximum privacy and deny access to unknown individuals
- to be wary about publishing private thoughts and feelings online
- to report any incidents of Cyberbullying
- to understand that the information, comments, images and video they post online can be viewed by others, copied and stay online forever and that online behaviour should be compatible with UK law.

6 The role of parents/ guardians

The school is aware that the primary role in children's RSE lies with parents and carers.

We therefore wish to build a positive and supporting relationship with the parents of children through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors;
- encourage parents to be involved in workshops, talks and in accessing support on our website;
- inform parents about the best RSE practice, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the RSE resources used in our lesson available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. Some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to withdraw their children from all or part of the relationship and sex education taught in the school except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Head teacher or class teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

7 The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children. The Local Health Authority, via the school nurse, the NSPCC and other health professionals, give us valuable support with our RSE programme.

8 Confidentiality

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously and deal with it as a matter of Child Protection.

(See Child Protection Policy).

9 The Role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training to teach RSE effectively and to handle any difficult issues with sensitivity. The Head teacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework. The Head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

The Curriculum Committee of the governing body is responsible for monitoring the delivery of our RSE policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of our RSE programme.

Appendix National Curriculum Science Sept 2014

Key Stage 1

Y1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non-Statutory Guidance:

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)

Y2: Notice that animals, including humans, have offspring which grow into adults.

Non-Statutory Guidance:

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Key Stage 2

Y5: Describe the changes as humans develop from birth to old age

Non-Statutory Guidance:

Describe the life process of reproduction in some plants and animals.

“Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.” Children should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. _

Smile and Stay Safe Poster



- **and stay safe**
- Staying safe means keeping your personal details private, such as full name, phone number, home address, photos or school. Never reply to ASL (age, sex, location)
- Meeting up with someone you have met online can be dangerous. Only meet up if you have first told your parent or carer and they can be with you
- Information online can be untrue, biased or just inaccurate. Someone online may not be telling the truth about who they are - they may not be a 'friend'
- Let a parent, carer, teacher or trusted adult know if you ever feel worried, uncomfortable or frightened about something online or someone you have met or who has contacted you online
- Emails, downloads, IM messages, photos and anything from someone you do not know or trust may contain a virus or unpleasant message. So do not open or reply.