



Relationships Education, Relationships and Sex Education and Health Education Policy

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RE, RSE AND HE POLICY

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Relationship and Sex Education statement of intent

The intent of our Relationships and Sex Education is to help and support young people to thrive in their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will support young people in learning to respect themselves and others while moving with confidence from childhood, through adolescence into adulthood.

Introduction

Weston Nursery and Primary School considers that Relationships and Sex Education (RE,RSE,HE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, which is also linked to Science. We aim to offer pupils a thoughtfully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the new Relationships Education, Relationships and Sex Education and Health Education document.

We aim for our pupils;

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

There are three parts to this curriculum

Relationships education(RE) – statutory requirement – a child can not be withdrawn from RE because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Relationships and sex education(RSE) – not statutory in primary schools – you can withdraw your child from RSE, the head teacher must grant this. However, please note that some of this area of the curriculum is covered in the Science curriculum and includes content on human development, including reproduction, which there is no right to withdraw from.

Health education(HE) – statutory requirement – provides your child with information they need to make good decisions about their own health and well-being.

Objectives

As part of RE, RSE, HE pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RE, RSE, HE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach RE, RSE, HE through different aspects of the curriculum and carry out the main RE, RSE, HE teaching in our PSHE curriculum.

The scheme of work for RE ,RSE, HE at Weston Nursery and Primary School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

For example: Family and Relationships:

Reception: Family Networks

Y1: Family

Y2: Everybody Needs Caring For

Y3: Family Differences

Y4: Changing Relationships

Y5: Building Good Relationships

Y6: Being a Good Parent (See appendix A for further details).

We also teach RE, RSE, HE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RE, RSE, HE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles through Understanding of the World and topic work. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others. PSED happens continuously through adult led activities, child-initiated activities and in the moment planning.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans (children need to be able to recognise, label and draw basic parts of the body)
- That humans and animals can reproduce offspring, and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

The Role of Parents

The school is well aware that the primary role in children's RE, RSE, HE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RE, RSE, HE policy and practice
- Answer any questions that parents may have about the RE, RSE, HE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RE, RSE, HE in the school
- Parents have the right to withdraw their children from those aspects Relationship and Sex education, not included in the Science Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education

- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the Head of School

It is the responsibility of the Head Teacher to:

- Ensure that parents and staff are informed about our RE, RSE, HE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school may liaise with external agencies regarding the school RE, RSE, HE programme and will ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RE, RSE, HE policy and on the instructions of the Head of School.

Content

(See scheme of work for further details appendix A)

Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting.

Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of RE, RSE, HE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date, if deemed appropriate. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed appropriately through the curriculum.

Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons (This is likely to be in year 6 only). Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

Confidentiality

Teachers conduct RE, RSE, HE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then this will be dealt with according to our Child protection policy.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RE, RSE, HE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RE, RSE, HE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Monitoring and Evaluation

This policy and scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any complaints about the RE, RSE, HE programme should be made through the school's complaints procedure and in the first instance be directed to the Head of School

Dissemination

Copies of this policy will be available on our school website for teachers, parents/carers and hard copies will be available if required.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy
- Child protection policy
- Anti-bullying policy
- Online safety

Appendix

Correct terminology will be used with all children from Nursery through to year 6.

All vocabulary will be covered throughout the teaching of the various units

Coverage of learning is flexible dependent on cohort needs.

In the Foundation Stage

Keeping clean – basic washing and cleanliness

Growing and changing – to know that people change and grow, to understand that babies become children and then adults, to know the difference between boy and girl babies

Families and care – to know which people to ask for help, to know there are different types of families.

Vocabulary includes:

Clean

Similar

different

Family

boy

girl

male

female

Body parts

penis

vulva

In the year1/2 class - Differences between boys and girls – describe the differences between boy and girl babies, to talk about similarities and differences between boys and girls in relation to gender stereotypes. Differences between males and females – to describe differences between male and female animals. Naming the body parts – to name the different body parts in simple terms.

Vocabulary includes:

Similar

Different

Sex

gender roles

stereotypes

Boy

Girl

Male

Female

Body parts

Penis

vulva

In the year 2/3 class - Differences between males and females – name body parts and discuss similarities and differences. Personal space – to talk about appropriate and inappropriate touch and to learn about personal space.

Family differences – to understand who to go to for support, to understand that families are different and have different members.

Vocabulary includes:

Stereotypes

Gender roles

Similar

Different

Male

Female

Body parts

Penis

Vulva

Family

Fostering

Adoption

Relationships

In year 4/5 - Growing and changing – to understand the human lifecycle and to describe the body changes that happens when a child grows up. Body changes and reproduction – to understand basic facts about puberty, reproduction and pregnancy - What is puberty? – to learn about the physical and emotional changes associated with puberty.

Vocabulary includes:

Womb

Egg

Sperm

contraception

pregnancy

sexual intercourse

Twins

Fostering

Adoption

Relationships

friendship

love

consent

intimacy

In year 4/5 - Talking about puberty – to discuss the main physical and emotional changes that occur during puberty - Male and female changes – to describe how to manage physical and emotional change - Puberty and hygiene – to explain how to keep clean and to know how to get help and support during puberty

Vocabulary includes:

Puberty

Physical changes

Emotional changes

Moods

Menstruation

Periods

Tampons

Sanitary towels

Wet dreams

Semen,

Erection,

Sweat

Breasts

Spots

Pubic hair

Facial hair

Underarm hair

Sexual feelings

In the year 5/6 class

Changes: puberty for female changes: puberty for males.

How babies are made, how babies are born. Handling relationships - Puberty and reproduction in females - to describe how and why the body changes during puberty in preparation for reproduction.

Puberty and reproduction in males - to describe how and why the body changes during puberty in preparation for reproduction. Relationships and reproduction - to explain how babies are made and the types of adult relationships. Conception and pregnancy – to know some basic facts about pregnancy and conception. To describe the decisions that have to be made before having a baby. How babies are born - to know how babies are born.

Note : Parents have the right to withdraw their child from Sex Education lessons, in Year 6, on adult sexuality and how a baby is conceived and born.

Vocabulary includes:

Womb

Egg

Sperm

Contraception

Pregnancy

Sexual intercourse

Twins

Fostering

Adoption

Relationships

Friendship

Love

Consent

Intimacy

Wet dream

Erection