



Relationship & Sex Education

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Introduction

The purpose of RSE is to help and support all pupils through their physical, emotional, moral and spiritual development. At Moss Lane School we believe that effective RSE is essential to enable children to make responsible and informed decisions about their lives. DfES 'Sex and Relationship Guidance 2000 states RSE is;

'...Lifelong learning about physical, moral, and emotional development. It is about understanding of the importance of marriage for family life, stable, loving relationships, respect, love and care.'

The school also recognises that the importance of other sharing and mutually supportive relationships and does not promote any one form of relationship. The term sex education refers to the teaching of information relating to reproduction, growth and development, personal relationships and citizenship.

The Curriculum and Teaching of RSE

RSE is an important and sensitive issue. RSE is not taught as a formal subject and instead fully integrated into the wider curriculum such as through the science curriculum, Personal, Social, Health and Citizenship Education (PSHCE). RSE education will also be provided through; Circle Times, stories and role play, cross curricular topic work and assemblies. However we recognise that effective provision needs careful planning across all areas of the curriculum to ensure that every pupil has the opportunity to develop their skills as active thinkers, learners and decision makers, and be able to successfully interact with others – learning how to share, help, co-operate, identify and solve problems. It is also delivered to meet the requirements of National Healthy School Status. Other adults such as the School Nurse or other professionals may be involved in the teaching of RSE using resources and materials appropriate for the age group they are teaching. Any teaching by outside professions will be overseen by Class Teachers.

Sex and Relationship Education has three main elements that we aim to teach:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

Attitudes and Values:

- Learning the importance of values
- Learning the value of respect, love and care
- Learning the value of family life within stable and loving relationships for the nurture of children
- Appreciating that not everyone has the same family structure and the importance of respecting family diversity

- Exploring, considering and beginning to understand moral dilemmas

Personal and Social Skills

- Learning to manage one's emotions and relationships and being able to respect oneself and others
- Developing self-respect
- To recognise the similarities and differences between people and that everyone is different whilst understanding that all are equal in value
- Developing empathy for others and understand that other people have different preferences, views and beliefs
- Learning to be sensitive to the needs of others
- Learning how to make choices and developing consideration about the consequences of the choices made
- Know what is fair/unfair
- Managing conflict situations
- Developing skills in personal relationships e.g. friendships, communication, assertiveness, and building self-esteem
- Helping children understand about appropriate and inappropriate touching and that they have a right to say 'no' when they feel threatened, frightened or uncomfortable in a personal situation

Knowledge and Understanding

- Generate an environment where children feel safe to ask questions and ask for help when required
- For all children to develop confidence and self esteem in talking, listening and thinking about feelings and relationships
- Providing appropriate vocabulary for all the main external parts of the body and encouraging positive attitudes to bodily functions
- Understand that humans and other living things; move, need food and water and reproduce

Outcomes

By the end of Key Stage 1 (Year 2) children will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. We encourage this through initiatives such as our friendship bench, nurture groups. They will have considered the effect their behaviour has on other people, and respect the diversity between individuals and different family structures. They will also recognise different ways in which family and friends care for each other. They will be able to name the main external parts of the body. Children will also understand how people change as they grow older and how all living things have needs.

Responsibilities

It is the responsibility of the Headteacher to ensure that both Staff and Parents are informed about our RSE Policy and that the Policy is being implemented.

The school is well aware that the primary role of RSE education lies with parents/carers and much of the children's learning takes place in the home environment. If any parents/carers have concerns they are invited to share these with the Class teacher/Headteacher.

The Class teachers are responsible for teaching the aims of this policy; however it will be the responsibility of all adults in school to help the children towards a healthy understanding of relationships. Children will be encouraged to develop good relationships with other children and adults through our use of the SEAL programme (Social and Emotional Aspects of Learning) as detailed in our PSHE policy.

Any questions and observations raised by the children will be dealt with by staff as they arise, with honesty, clarity and in an age appropriate way. These questions may need to be addressed later on, on an individual basis rather than in a classroom situation. Members of staff will use their discretion and professional judgment in answering questions and will seek guidance where necessary from the Headteacher. If necessary Parents/carers will be asked to provide further support and assistance. Staff will also be careful to ensure that their personal belief and attitudes do not influence the teaching of RSE.

Confidentiality

Staff cannot offer confidentiality unconditionally. In cases of disclosures of abuse or suspected abuse the procedure described in our Child Protection Policy will be adhered to. The subject of sexual abuse will not be included in the curriculum, however all staff will be vigilant.

This document should be read in conjunction with our PSHE policy and guidelines.

Appendix

OFSTED GUIDANCE FOR RSE OUTCOMES (2002)

By the end of Key Stage 1...

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and
- Treat others with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy about safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

* elements covered by the Science curriculum