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Relationship & Sex Education Policy

Adopted On:
Review Frequency: Every 3 years
Approved By: Governing Body

Introduction

The core purpose of Relationship and Sex Education (RSE) is to help school adults to support all children through their physical, emotional, moral and spiritual development by teaching clear facts, and to develop skills, positive attitudes and values.

The policy is in line with the government regulations and statutory guidance on Relationship and Sex Education. (Published February 2019) and has been written with the involvement of school staff, parents & carers and members of the Governing Board.

At Moss Lane School we know that effective RSE can enable children to make good friendships, make responsible and informed choices and decisions about their behaviour & lives, now and in the future and help children be safe.

The school recognises and promotes the importance of loving, kind and mutually supportive family groups within which children feel safe and are lovingly cared for.

It is the quality of relationships that we talk about and do not promote any particular family or friendship grouping.

The term sex education refers to the teaching of information relating to growth and development, personal relationships, personal rights and responsibilities as well as reproduction. It is always taught taking full account of the age and maturity of the children.

The Curriculum and Teaching of RSE

RSE is an important part of our curriculum. RSE is not taught as a separate subject but is fully integrated into the wider curriculum such as:

- Science
- Personal, Social, Health and Citizenship Education (PSHCE)
- Circle Times,
- Stories and role play
- Physical Education
- Computing
- Topic work
- Assemblies.
- Philosophy for Children (P4C)

RSE has three main elements:

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

Our school curriculum plans identify the different opportunities and places throughout the school year where teachers will deliver elements of the RSE curriculum.

Other adults, such as a visiting School Nurse or other health professionals, may also be involved in the teaching of RSE using resources and materials appropriate for the age group they are working with. Any teaching by outside professionals will be overseen by Moss Lane teachers and be guided by this policy.

Often teaching will be 'ad hoc', e.g.in response to a child's question or in discussion about a story or an event.

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Attitudes and Values:

Our provision will support children to develop the skills, knowledge and understanding to

- Know the importance of 'values' in managing daily life.
- Value respect, love and care in their families and friendships.
- Appreciate the value of family life and stable and loving relationships for the nurture of children.
- Appreciate that not everyone has the same family structure & experience and the importance of respecting family diversity.
- Begin to explore, consider and understand moral dilemmas.

Personal and Social Skills

Our provision will support children to develop the skills to

- Manage their emotions and relationships well
- Respect others and develop self-respect
- Manage personal relationships including peer relationships positively
- Use common courtesies of politeness
- Recognise the similarities and differences between people
- Know that everyone is different whilst understanding that all are equal in value
- Develop empathy for others and understand that other people have different preferences, views and beliefs
- Be sensitive to the needs of others
- Make choices and appreciate the consequences of their choices
- Know what is fair/unfair
- Manage conflict situations
- Be clear about appropriate and inappropriate touching and that they have a right to say 'no' and to be listened to when they feel uncomfortable, threatened or frightened in a situation.
- Know they do not have a right to have physical contact with anyone else unless the other person is comfortable with that contact.
- Support their emotional health and mental well-being

Knowledge and Understanding

Our provision and environment will support children to develop the knowledge and understanding to

- Feel safe to ask questions and ask for help when required
- Recognise inappropriate behaviour, including online, and know what they can do to protect themselves and others.
- Tell appropriate adults if they see, or experience, any form of abuse (including online)
- Have the appropriate vocabulary to express their feelings and emotions.
- Demonstrate confidence and self-esteem in listening and thinking and talking about feelings and relationships.
- Recognise that a caring family is one where adults and children show respect and love for each other

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- Have the appropriate vocabulary for all the main external parts of the body and develop positive attitudes to bodily functions.
- Understand that humans and other living things move, need food and water and produce young that grow up to be adults.

RESPONSIBILITIES

Governors:

- Will ensure that there is an effective and up to date school policy in place, in line with DfE requirements and school ethos.
- Will monitor how well the policy is used to plan and deliver the RSE policy.

Parents:

- will help their child/ren to have the age appropriate skills to develop friendships, play in small and larger groups and participate in school life.
- will work in partnership with school to build on their child/ren's skills so that they enjoy learning, new experiences and are able to make new friendships.

Headteacher will ensure that

- Staff and Parents are informed about our RSE Policy.
- The Policy is being implemented.
- Parents/Carers are aware that the school recognises the important role and responsibility that parents have as first teachers of RSE.
- Parents are comfortable to discuss any concerns they may have about RSE at Moss Lane.
- Parents/carers are asked to provide further support and assistance when appropriate.
- All staff are well trained to recognise signs of neglect, physical, mental, emotional & sexual abuse, including possibility of Female Genital Mutilation (FGM) and sexual exploitation and to know how to respond to concerns appropriately and promptly. (SRE guidance Gov Link)

Class teachers will ensure that

- They plan and deliver engaging and effective lessons so that children achieve the outcomes of the RSE policy.
- Take account of this policy and the statutory guidance for RSE when planning and delivering lessons.

All school adults will ensure that

- Their daily interactions with children model and support the values, attitudes and behaviours promoted by the RSE policy.
- Any questions and observations raised by the children will be dealt with honestly, with clarity and in an age appropriate way in line with this policy.
- They use their discretion and professional judgment in answering questions and will seek guidance, where necessary, from the Headteacher.
- They identify which questions need to be addressed later on or on an individual basis rather than in a classroom situation.
- Their personal belief and attitudes do not prevent the teaching of RSE in line with this policy.

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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 other animals 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

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

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