PEWITHALL PRIMARY SCHOOL

**RELATIONHSHIPS AND SEX EDUCATION POLICY (RSE)**

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**What is the purpose of Relationships Education?**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Sex Education will not be taught in Primary school.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise negative relationships when they encounter them.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Sex education will not be taught in Primary school. Year 5 and 6 pupils will learn about the sexual reproduction organs through the Science curriculum. They will label the parts and understand the scientific functions of the organs. They will also look at the changes of boys and girls, for example- periods, voice changing, pubic hair etc. The school will not be covering what sex is or how it works. This will be taught in KS3.

**Organisation of the Relationship Education Curriculum**

**All About Me-** The children will look at family, friendship and things which are relevant to their life at home and school. They will look at things which make them the individual which they are. All children are celebrated at Pewithall for their individuality, yet it isn’t always like that in the wider world; children will look at issues like this and think of how they would approach the prejudice and negativity they may witness in the future scenarios.

**My Choices-** The issue of consent will be covered as well as expectations such as manners and basic principles and the importance of making good choices. They will learn and practise the skills which will make them a good citizen of the future.

**My Body-** Pupils will name parts of their body and understand the importance of self -respect. They will look at how they can keep their body physically fit and how to manage their mental health and well-being. The issue of privacy will also be covered and the importance of keeping your private parts private.

**My Boundaries-** Pupils will look at what makes them happy and sad. They will also consider their safety online and what are the boundaries in a different context. In KS2 children will look at the use of online platforms and social media. The children need to understand the boundaries online and how they may break them without realising this.

**My Relationships-** Pupils will look at what makes a positive relationship and why they are effective. They will look at qualities which are needed in a relationship and consider reasons why relationships may not work. In KS2 children will look at different types of relationships such as same sex couples and the fact that all of them should be treated equally.

**My Thoughts And Feelings-** Pupils will be able to support their well-being and be given time and space to discuss their ideas and reflections from looking at certain parts of the curriculum covered or they may want to voice an opinion about something relevant to them. Pupils will develop an awareness that not everybody has the same ideas but that doesn’t mean they are more or less important.

**RSE for KS2**

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. From KS2 children will begin to learn about puberty and the changes which will occur to their body. This will be supported through positive and respectful relationships between the staff and pupils. The use of our core texts will also support pupil’s in their learning and understanding.

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## Moral & Values Framework

* Responsibility for own actions and those of others in an ever-widening community.
* Awareness of the needs of self and others.
* Awareness of rights of self and others.
* Awareness that society and our lives are always evolving and we need to ensure we are conducting ourselves in a respectful and informed manner.

**Delivery**

* As topics.
* Through planned aspects of science.
* Through Social and Emotional Aspects of Learning (SEALS topics)
* General discussion and in response to situations that may have arisen.
* Addressed occasionally in Assemblies through discussions about termly values.
* Visits from School Health Advisor or other professionals.
* Through stories and use of non-fiction books.

**Teaching Methods**

* Active learning methods using children’s participation will be encouraged whenever possible.
* Single gender groups may be used when deemed appropriate and relevant (KS2).
* Pupils will have access to key texts which support their understanding and knowledge. The texts are good if pupils feel embarrassed to ask a question; they can read the information for themselves.
* Assemblies which will be held termly can also support the children with their understanding and experiences of Relationship Education.
* Pupils will be shown relevant resources which gives the curriculum a purpose and real meaning. Parts of the Jesy Nelson Odd One Odd documentary will be shown in Year 5 and 6 to emphasise the need for acceptance, the positive use of online platforms and kindness in our society today.
* School Nurses will also be invited to hold workshops for pupils when they learn about puberty changes.

**Coverage and curriculum time**

RSE will be covered every half term. It is at the teacher’s discretion when to fit this into the timetable, they may want to link it to other subjects or themes of their year group’s curriculum. Each topic must be covered in every half term so every child receives full coverage each year, so they are ready to progress to the next year group.

During each half term, there will be one RSE assembly linking to the current topic so children are aware of what they will be looking at in the RSE curriculum. The subject leader will be responsible for delivering this assembly to KS1 and KS2. They will also be responsible for collecting evidence of good practice and work from the lessons which are being delivered in school.

**Inclusion including meeting the needs of SEN pupils**

The RSE curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. Pupils’ needs and backgrounds will be considered when discussing issues of the curriculum, which may be sensitive to them and their individual needs.

**Assessment**

Teachers in EYFS, KS1 and KS2 will assess the children’s understanding of the Relationship Education curriculum. They will also ensure each child receives the correct amount of coverage in each year group, so there are no gaps left or issues not covered.

**SPECIFIC ISSUES**

**Working with Parents**

All children will learn about Relationships Education as from September 2020 is a statutory requirement. The Head teacher will always be available to address any concerns you may have. It is compulsory for all children to engage and learn about Relationships Education.

Relationship Education, which pupils receive in EYFS, KS1 and KS2, prepares them for the curriculum in KS3. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

**Answering Difficult Questions**

If a child asks an explicit or difficult question in the classroom the teacher will have to use their skill and discretion to decide how best to respond. Questions do not have to be answered directly and can be addressed individually later.

**Confidentiality**

Having considered all available advice and guidance the Governors and Headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately to the Headteacher in compliance with the LEA procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling. Although there is no legal duty on a teacher, or a Headteacher, to inform parents of matters which a child has confided to them:

* Teachers must not promise confidentiality even though they cannot be made to break it once given.
* Pupils must be made aware that any incident may be conveyed to the Headteacher and possibly to parents.
* Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
* Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

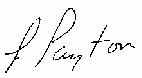
Policy reviewed: Feb 2020

Policy minuted: May 2020

Date to be reviewed: May 2022

Signed:  Headteacher

Date:

Signed:  Chair of Governors

Date: