

West Cornforth Primary School



Relationships and Sex Education (RSE) Policy 2021-2022

Headteacher: Mrs Jill Hodgson

Chair of Governors: Mr Dennis Ramsey

West Cornforth Primary School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. We will ensure that pupils will be prepared for the physical and emotional changes they undergo at puberty, by giving them the appropriate knowledge and skills matched to their level of maturity. During our lessons, children will learn about the emotional, social and physical aspects of growing up. They will be given opportunity to express themselves in a trusted environment. Central to the RSE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel good about themselves, they are more likely to take care of themselves, think positively of other people, and, therefore, develop caring relationships. We believe that high quality RSE helps create safe school communities in which pupils can grow, learn and develop positive healthy behaviour.

Curriculum intent

The aims and objectives of RSE in West Cornforth Primary School are:

- 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.

Lesson Content:

EYFS

The RSE lesson intentions:

- To recognise some feelings.
- To recognise that their behaviour affects other people, especially when angry.
- That family and friends care for each other.
- To appreciate and value their body, its capabilities and uniqueness.
- To understand why hygiene is important.

KS1

The RSE lesson intentions:

- To know the importance of valuing oneself.
- To begin to realise that everyone is different.
- To recognise their bodies' capabilities and uniqueness.
- To know that there are different types of family and all families have special roles in children's lives.
- To understand what friendship is.
- To recognise most children can make choices.
- To learn that humans produce babies, which grow into children and then into adults.
- How they have changed and developed since they were babies
- To learn why it is important to keep clean.
- To have considered personal space, touch and my body.
- To know the difference between a good secret and a bad secret.

Lower KS2

The RSE lesson intentions:

- To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened.
- To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.
- To be able to demonstrate simple decision making strategies.
- To be able to use basic techniques to resist pressure.
- To be able to communicate both positive and negative emotions in different situations.
- To appreciate that over time we change, physically and emotionally.
- To understand and be able to use assertiveness skills.

Upper KS2

The RSE lesson intentions:

- To be aware that there are different types of relationships, including marriage and those between family and friends.
- To identify behaviour and attitudes which contribute to maintaining friendships and relationships.
- To identify their support network and how, when and where to find support when the people in their network cannot help.
- To recognise and challenge stereotypes.
- The physical and emotional changes that take place at puberty.
- To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.
- To be able to explain their choices and stand by their choices in the face of pressure.
- To explore stereotyping in relation to HIV.

Teaching and learning styles and procedures

We use a variety of teaching and learning styles in our RSE lessons. Our principal aim is to develop children's knowledge and understanding of relationship and sex education to prepare them for a rapidly changing world. Children will be given opportunities to express themselves, articulate their thoughts, doubts and anxieties in a trusting environment. Children should be introduced at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Lessons are planned and delivered by the class teacher or by an enlisted adult such as the school nurse or a member of the NSPCC. Any visiting speakers to

the school will be familiar with the Governor's Policy on Sex and Relationships Education. All sessions run by a visiting speaker will also be attended by a teacher familiar with the policy.

The role of parents

The school is well aware that the primary role in children's RSE 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 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 about this policy or the arrangements for RSE in the school.
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. We hope that 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 and Citizenship 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.

Monitoring

Monitoring is carried out by the head teacher, a member of senior management or the RSE coordinator, in the following ways:

- Informal discussion with staff
- Pupil voice
- Evidence sampling