



St Peter's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

RSE POLICY

Summer 2018

The Importance of RSE

This policy is based upon the DfCS guidance document Sex and Relationships Education Guidance, [DfEE now DfE 0116/2000] and the new supplementary advice 'Sex and Relationships Education (SRE) for the 21st Century [Brook, PSHE Association and Sex Education Form, 28th February 2014], alongside the Shropshire programme Respect Yourself: Eat Better, Move More, Relationship and Sex Education.

'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.'

'The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.' [DfE 0116/2000]

What is relationship and sex education?

'It is lifelong learning about the physical, moral and emotional aspects of growing up. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.'

St Peter's Relationship and Sex Education (RSE) policy reflects the requirements of the National Curriculum and the school ethos. It provides opportunities for children to make decisions and develop their communication skills; promoting self esteem, self awareness and respect for oneself and others.

We acknowledge that children come into school with a variety of home experiences and situations and we recognise that all children and their families have a right to privacy, respect and acceptance. However, whilst recognising the diversity of family backgrounds, we aim to promote the traditional view in which a sexual relationship constitutes an integral part of the life of a stable, loving couple. As a Church of England school, marriage will be advocated as a good example of a stable, loving relationship.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Aims

Attitudes and Values

- ❖ To appreciate the importance of values and moral considerations;
- ❖ To learn the value of family life, marriage, and stable and loving relationships;
- ❖ To understand the value of respect, love and care;
- ❖ To explore, consider and understand moral dilemmas;
- ❖ To develop critical thinking as part of decision-making.

Personal and Social Skills

- ❖ To manage emotions and relationships confidently and sensitively;
- ❖ To develop self-respect and empathy for others;
- ❖ To appreciate the consequences of choices made;
- ❖ To empower children to manage conflict assertively;
- ❖ To ensure that children are equipped with knowledge and a range of strategies to help them deal with circumstances that could arise, e.g. stranger danger, chat rooms, peer pressure, social pressure

Knowledge and Understanding

- ❖ To prepare children to cope with the physical and emotional challenges of growing up
- ❖ To offer balanced and factual information and respond honestly to questions raised at a level appropriate to the age and maturity of the children.

Organisation / Provision

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). [Learning objectives for both Science and PSHE are listed in Appendix 2]The teaching of relationship and sex education is set within a clear, balanced sensitive and moral framework in which pupils are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self-esteem and self-restraint. Work is matched to age and maturity of the children and a climate is created within the class that enables children to express their views and feelings, having respect for others, with clearly defined boundaries established for courtesy and confidentiality.

RSE is taught through whole class and group work. Children need to acquire knowledge but also need opportunities to discuss issues openly. Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes. In year five and six part of RSE will be taught in single-sex groups. The school nurse visits school to work with year six children annually. For a comprehensive list of the resources used, please see Appendix 3.

Assessment and Recording

Long term and medium term planning documents show knowledge covered by the schemes of work based on school guidelines. RSE is linked to both the PSHE and Science curriculum. Older children will be encouraged to reflect on, evaluate and feedback on the sex and relationship education as appropriate. Assessment for learning will inform teachers of appropriate next steps in development of knowledge, understanding, values and attitudes.

Parents

Although the education of children on relationship and sexual matters is primarily the right and duty of the parents, the school accepts its responsibility to provide RSE for all children. RSE teaching is therefore, complementary to and supportive of the parents' role. Parents have the right to withdraw their child from sex education lessons but not from those elements that form part of the Science curriculum. RSE will form part of the PSHE curriculum in the spring and summer term for years 1 – 4 and the autumn term for year 5 and 6 and parents will be given an opportunity to view and discuss the materials used to enable them to make an informed judgement.

Children will be encouraged to discuss what they have learned in school with their parents. In the event that children are withdrawn from aspects of RSE by parents, the responsibility for delivering that aspect of the programme will be the responsibility of the parent. Help and support for parents in talking to their children about relationships and sex can be found at www.familylives.org.uk

Pastoral Support

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and aim to provide caring and sensitive support for children in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and where appropriate, information and advice. Families may be provided with information about outside agencies able to offer further support in specific areas where appropriate.

Equal Opportunities

Children will have equal access to RSE unless specifically withdrawn from this provision by their parents. Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework creates special circumstances. Resources are constantly reviewed so that they contain positive images of a range of cultures, ethnic groups and the roles of men and women.

Policy written by: Sophie Price (PSHE Subject Lead)

Adopted by the Behaviour and Welfare Committee: Summer 2018

Policy to be renewed: Summer 2021

Appendices

1: PSHE Overview 2016-2017

2: Learning objectives for Science and PSHE

3: Resources

PSHE Overview
2017 – 2018

Reception

SEAL

Anti-Bullying; E-Safety

Year 1

Autumn: PREVENT SoW - Respect

Anti-Bullying

Spring: E-Safety

Anti-Bullying and Friendships

Summer: SEAL

Safety Week

Year 2

Autumn: PREVENT SoW – A Rich Tapestry

Anti-Bullying

Spring: E-Safety

Anti-Bullying and Friendships

Summer: RSE

Safety Week

Year 3

Autumn: PREVENT SoW - Respect

Anti-Bullying

Spring: E-Safety

Anti-Bullying and SEAL

Summer: RSE

Safety Week

Year 4

SUMO (please follow this order for the units):

Change Your T-shirt

Develop Fruity Thinking

Hippo Time is OK

Remember the Beachball

Learn Latin

Ditch Doris Day

RSE; Anti-Bullying; E-Safety

Year 5

PREVENT SoW - Everybody has the right

RSE; Anti-Bullying; E-Safety

Year 6

SUMO (please follow this order for the units):

Change Your T-shirt

Develop Fruity Thinking

Hippo Time is OK

Remember the Beachball

Learn Latin

Ditch Doris Day

RSE; Anti-Bullying; E-Safety

Learning Objectives for PSHE & Science

Key Stage 1 – Science Learning Objectives

- ❖ to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- ❖ to notice that animals, including humans, have offspring which grow into adults
- ❖ to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ❖ to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 1 – PSHE Learning Objectives

- ❖ to know how to make simple choices that improve their health and wellbeing
- ❖ to know how to maintain personal hygiene
- ❖ to know how some diseases spread and can be controlled
- ❖ to know about the process of growing from young to old and how people's needs change
- ❖ to name the main parts of the body
- ❖ to know that all household products, including medicines, can be harmful if not used properly
- ❖ to know the rules for, and ways of, keeping physically and emotionally safe and about people who can help them to stay safe
- ❖ to recognise how their behaviour affects other people
- ❖ to listen to other people, and play and work cooperatively
- ❖ to identify and respect the differences and similarities between people
- ❖ that family and friends should care for each other
- ❖ that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Key Stage 2 – Science Learning Objectives

- ❖ to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- ❖ to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- ❖ to identify that humans and some other animals have skeletons and muscles for support, protection and movement
- ❖ to describe the simple functions of the basic parts of the digestive system in humans
- ❖ to identify the different types of teeth in humans and their simple functions
- ❖ to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ❖ to describe the life process of reproduction in some plants and animals
- ❖ to describe the changes as humans develop to old age, including changes experienced in puberty
- ❖ to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ❖ to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- ❖ to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Key Stage 2 – PSHE Learning Objectives

- ❖ to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- ❖ to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- ❖ to know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- ❖ to know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

- ❖ to know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- ❖ to know about how the body changes as they approach puberty
- ❖ to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- ❖ to know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- ❖ which commonly available substances and drugs are legal and illegal, their effects and risks
- ❖ to know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- ❖ to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- ❖ to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- ❖ to recognise and challenge stereotypes
- ❖ to know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- ❖ to know where individuals, families and groups can get help and support

Resources

A DVD and related materials, supplied by Shropshire Council, entitled 'Growing Up & Keeping Safe' by Sense, in association with NSPCC and NCB, are used to support RSE in Y1-6 and are used as part of a wider discussion about particular topics.

Year 1 & 2 SENSE DVD KS1

Year 3, 4 & 5 SENSE DVD KS2

Year 6 Shropshire Respect Yourself Transition Programme - SENSE DVD KS2

Some of these books will also be used to support the teaching of RSE within St Peter's:

Your Mummy Ate My Football by Lynwen Jones

A Kiss Like This by Laurence and Catherine Anholt

Boys and Girls by Lynwen Jones

Bodies, Babies and Bellybuttons by Lynette Smith

Bits and Bobs and Sweat and Spots by Niamh Daly

What's inside your tummy, Mummy? by A.Cocovini

Mummy Never Told Me by Babette Cole

Counting Chickens by Polly Alakija

and Tango makes three by Justin Richardson

Hair in Funny Places by Babette Cole

Mummy Laid an Egg by Babette Cole

Let's talk about where babies come from by R. Harris

Let's Talk by R.Harris

What's going on down there? by Karen Gravelle

The Boy in the Dress by David Walliams

Thief by Malorie Blackman

Bill's New Frock by Anne Fine