

**PRIMARY SCHOOL MAT POLICY**

**Relationship & Sex Education**

**(Statutory)**

**Approved:** Autumn Term 2018

**Next Review**: Autumn Term 2021

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| **Equality Impact Assessment - Policy Review**  **In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.** |

**The PSHE subject leader for Gerrans School:**

**Key Stage 1: Emily Haines**

**Key Stage 2: Paul Steward**

**The PSHE subject leader for Tregony Community Primary School:**

**Key Stage 1 & 2: Mrs D Blackie**

As Primary Schools part of The Roseland Multi Academy Trust, we install a positive ethos and environment for learning, safeguarding pupils, promoting their emotional wellbeing and improving their progress in school.

We endeavour to educate pupils to understand Sex and Relationships in parallel to our values:

* Feel happy, secure, safe and stimulated
* Leave the building wanting to come back
* Feel respected and valued whilst respecting and valuing others
* Feel their ideas are listened to and listen to the ideas of others are given the opportunity to challenge themselves academically, physically, socially and creatively
* Learn about themselves, the people and the world around them
* Can take a risk
* Can identify their own learning style and work both independently and inter-dependently make appropriate choices and understand the consequences of their actions
* Celebrate success
* Learn and apply skills
* Recognise healthy lifestyles and understand the implications of choices made
* Value the role of the school in the community and the role of the community in the school

Throughout their time at primary school, pupils learn that animals, including humans, have offspring that grow into adults. In earlier years, they will be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

Later in their primary school life, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age, this includes learning what happens in puberty.

**Defining Relationships and Sex Education (RSE):**

RSE is learning about the emotional, social and physical aspects of growing up, including the cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

**RSE is not about the promotion of sexual activity**.

We are required to teach the elements of sex education contained in the science curriculum. At Primary Schools in The Roseland Multi Academy Trust, we teach RSE as set out in this policy.

**Aims and objectives of this policy:**

Based on the above definition the aims and objectives of RSE in this school are:

* Provide a framework in which sensitive discussions can take place
* Give pupils a safe environment to ask questions
* Prepare pupils for puberty and give them an understanding of sexual development and changes that occur to their bodies, minds and emotions as a consequence of growth, and the importance of health and hygiene
* Help pupils develop feelings of self-respect, confidence, empathy and to better understand the nature of healthy human relationships
* Create a positive culture around issues of sexuality and relationships
* Teach pupils the correct vocabulary to describe themselves and their bodies
* To equip pupils with the information to take responsibility for their sexual health and wellbeing

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We follow The Christopher Winter project for teaching RSE. This has year group specific planning and resources, which build in knowledge as children go through primary school. This is taught as our Science subject in late Spring Term and early Summer Term.

Across all Key Stages, pupils will be supported with developing the following skills:

* Communication, including how to manage changing relationships and emotions
* Recognising and assessing potential risks
* Assertiveness
* Seeking help and support when required
* Informed decision-making
* Self-respect and empathy for others
* Recognising and maximising a healthy lifestyle
* Managing conflict
* Discussion and group work

These skills are taught within the context of family life, but is also sensitive to the variety of family make up.

**Staff:**

Staff are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Modelling good relationships within the school
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

**Dealing with sensitive issues:**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with students:

* no one (teacher or student) will have to answer a personal question;
* no one will be forced to take part in a discussion;
* only the correct names for body parts will be used;
* meanings of words will be explained in a sensible and factual way;
* teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to escalate this to the Designated Safeguarding Lead.

**Training:**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

**Pupils:**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

**Monitoring and evaluating RSE:**

The PSHE subject leaders are outlined at the start of this policy, and they are responsible for the overall coordination and monitoring of RSE within the school’s curriculum.

Main responsibilities:

* To ensure that RSE occurs in the school’s curriculum according to the schemes of work for Science and PSHE
* To monitor the use of teaching and learning styles
* To monitor the use of teaching materials
* To evaluate the effectiveness of the school’s programme

**Parents’ right to withdraw:**

As stated above parents have the right to withdraw their students from RSE that falls outside the National Curriculum Science and parents will receive a letter each year prior to the onset of teaching RSE, inviting them to look at the teaching resources if required. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

A parent’s choice to withdraw a child from RSE does not affect the child’s right to use confidential health services provided at the school or elsewhere.

**How can Parent(s)/Carer(s) help?**

**Talk:**

* To your child. Ask them about lessons at school. Say what your views and values are. Answer their questions.
* To staff, especially if you have concerns. Initially talk to your child’s class teacher; they might suggest you discuss the matter with the Headteacher
* To other parents/carers from your community and those with similar beliefs to yourself.

**Listen:**

* To your children, their questions and wishes
* To staff to clearly understand the school’s values and approach to RSE

Much of the general work in school is based on good relationships and in this regard RSE is supported by the school’s behaviour and discipline policy.