



Doing our best to achieve our best

Clarendon Primary School & Children's Centre

Relationship and Sex Policy

Introduction

At Clarendon we see Relationship and Sex Education (RSE) as, 'a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Relationship and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Aims and objectives

At Clarendon Primary School the aims of our Relationships and Sex curriculum are:

- To enable young people to make responsible and informed decisions about their lives.
- To prepare pupils to cope with the physical and emotional challenges of puberty and growing up.
- To provide pupils with an accurate knowledge of sexual matters at a level suitable for their age and understanding, and to dispel any misconceptions
- To support the personal and social development of all pupils and help promote the skills necessary for effective communication in loving, caring and happy relationships.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved.
- To foster an open attitude of mind which enables awareness and tolerance of a variety of different family backgrounds, including non-heterosexual

Equal Opportunities Statement

Clarendon Primary School is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's abilities, cultures, faiths, gender and family backgrounds.

Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs or children who are experiencing family / personal issues are given extra support.

This policy should be read in conjunction with:

- The PSHE policy
- Teaching and Learning Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Child Protection Policy
- E-Safety Policy
- Equality Policy

Right of withdrawal

All parents have the right to withdraw their children from all or part of the RSE lessons but children are required to take part in lessons teaching the National Curriculum Science programmes of study. Parents/carers will be invited to view the videos and other materials the school use to teach RSE in advance and will be notified when these lessons are scheduled. If parents/carers wish to withdraw their child, they are requested to notify the school in writing. However, due to the cross curricular nature of much of our teaching, it is impossible to guarantee that any child will be completely excluded from discussions relating to sexual issues which can arise outside specific sex education classes.

Organisation and delivery of RSE Programme

RSE is taught in all year groups. The aspects of RSE contained within the Science curriculum will be taught to each class alongside the rest of the agreed programmes of study.

RSE will be taught both as a discrete topic and as an integral part of each year's overall curriculum linking to the Science, PSHE or topic curriculum where possible. Teaching will normally take place in classes of mixed gender led by the class teacher; however, it may sometimes seem appropriate to offer opportunities for children to discuss some sensitive issues in smaller or single gender groups.

Outside speakers may be invited to speak to groups of children if appropriate; for example, the NSPCC, Childline and the School Nurse. It is the responsibility of the class teacher to ensure that any outside visitors are aware of the school's policy regarding RSE, are familiar with the programme of work relating to the year group, and age appropriate material is agreed beforehand.

Teaching aims to:

- Teach and promote children's scientific knowledge and understanding of the human body and how humans and other animals develop, grow and reproduce.
- Teach, promote and explore RSE issues so that all children:
 - Learn to respect that others may have different beliefs, opinions and viewpoints to their own.
 - Develop an understanding and respect for themselves, their family, their friends and others around them.
 - Be able to recognise their own worth and identify positive things about themselves and others.
 - Be able to take responsibility for their own actions as well as develop an understanding relating to the importance of building life-long relationships.

Sensitive issues and Safeguarding

A set of ground rules should be established with the children prior to the unit of work so that both teachers and children are working within a safe environment where they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering a question and, if necessary, deal with them later individually or as a small group. Where appropriate, teachers will also discuss these questions or any concerns raised with the parents. Where a teacher feels a question asked is not appropriate for discussion in school, they will tell the child that this should be discussed with their parents/carers at home. (Where appropriate, these questions will also be shared with the child's parent/carer.)

Teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no promotion of any particular sexual orientation.

Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity. This will allow for a more considered answer to be given.

Safeguarding children

Teachers are also aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can sometimes lead to the disclosure of information that may be considered as a child protection issue. Whilst in RSE lessons the usual standards of confidentiality between child and teacher will be observed; however, where a child's question or disclosure may suggest the possibility of abuse, the Designated Safeguarding Leader (DSL) (Mr W Neale) will be informed and the procedures outlined in the school's Child Protection Policy will be followed. **N.B.** No adult should ever promise confidentiality to a child (ref: Safeguarding Policy).

Content of RSE Programme

All year groups will follow the National Curriculum programmes of study for Science and the school's PSHE programmes of study, which are outlined below as well as on our whole school curriculum map and on each class' termly curriculum newsletter. Each year group will also use age-related materials from the:

- Wiltshire Healthy Schools Scheme for PSHE
- QCA Schemes of Work
- Body and Soul RE Relationships Scheme
- SEAL Relationships Scheme of Work

Year groups in Key Stage 2 will also use programmes from the Channel Four series 'Living and Growing' to help support the delivery of Puberty and Sex Education in Years 4, 5 and 6.

Relationship and Sex Education Curriculum at Clarendon

EYFS

- To talk about people who are important to me and how I feel about them
- To talk about who my family and friends are and how I can make them happy

Year 1

- To understand some basic hygiene principles (how to keep clean and look after oneself, objects that help us- towel, hairbrush, bath, soap, toothbrush etc)
- To introduce the concept of growing and changing
- To talk about people who are important to me and how I feel about them
- To explore different types of families and who to ask for help (who could they ask if they were hurt, different family members)

Statutory element

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense

Year 2

- Talk about good relationships and what they understand of friendship and trust

Statutory elements

- To learn about the importance of a healthy diet, regular exercise and personal hygiene
- To talk about how animals, including humans, have offspring which grow into adults

Year 3

- To understand personal space and every individual's right for their personal space to be respected
- To explore different types of families and who to go to for help and support

Statutory elements –

- To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement

Year 4

- To understand personal space and every individual's right for their personal space to be respected
- To explore different types of families and who to go to for help and support (all families are different and have different family members – Different families/Same love)
- To talk about how and why the body will change
- To know and use the names for the male and female body parts

Statutory elements –

- To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement.

Year 5

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body and the importance of physical hygiene (how to stay clean during puberty)

Statutory elements –

- To describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. Pupils should be taught to describe the changes as humans develop from infants to old age.

Recommendations are ‘this must include teaching about puberty, which is a principle change for humans as they get older.’ ‘It is clear, therefore, that schools should teach about puberty in either Y4 or Y5, depending on the needs of their pupils.’ ‘Parental right to withdraw children from this part of the school curriculum does not fall within this remit.’

Year 6

- To explore and understand some of the feelings people have when someone close dies or leaves
- To explore love and intimacy in relationships
- To understand peer pressure and how this makes people feel and influence the choices they make

Statutory elements

- To describe the changes as humans develop to old age.
- To describe the life process of reproduction in some plants and animals.

Review and assessment

The Science aspect of RSE will be taught through relevant topics which are assessed by the teacher. Teachers will also make informal assessments which will inform the content and manner of their RSE teaching.

Any concerns regarding the content of the curriculum should be raised in the normal way with the class teacher. At the end of the year each year group will review the RSE programme they have implemented and pass on any comments to the PSHE co-ordinator.

The RSE Policy will be reviewed on an annual basis taking into account feedback from parents, pupils and teachers.

Policy Review:

Date reviewed: Spring Term 2017

Review date: Spring Term 2018