



'Valuing Learning, Learning to Value'

Relationship and Sex Education (RSE) Policy

Policy Status

Statutory

Purpose

This policy statement outlines the purpose, nature and management of the Relationship and Sex Education taught and learnt in Yorkley School. Children learn about relationships and sex from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening; therefore we should talk to our children to help them make sense of it all. Effective RSE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding relationships and sex. Yorkley School will ensure that RSE is culturally appropriate and inclusive of all of children.

Consultation

The staff and governors were consulted during the writing of this policy.

Aims:

At Yorkley Primary School Relationship and Sex Education (RSE) is viewed as part of our lifelong learning about ourselves - our emotions, relationships, sexuality, sexual health and behaviour. All adults will work towards achieving these aims for RSE in our school. We seek to enable young people to:

- Develop a sense of moral responsibility and self-discipline
- Develop understanding of marriage, stable relationships and family life as a positive environment for bringing up children
- Develop loving, caring relationships based on mutual respect
- Be able to name the parts of the body and understand the process of human reproduction at an appropriate age (see appendix)
- Be prepared for puberty and the emotional and physical effects of body changes

- Value, care for and respect their bodies
- Develop the skills to enable effective communication and negotiation within relationships
- Live together in the community, displaying tolerance and sensitivity
- Develop an understanding of the world beyond the classroom
- Access additional advice and support.

Curriculum Organisation:

We understand the importance of ensuring that all young people in our school receive their entitlement to RSE. The objectives of the RSE Curriculum will be primarily delivered in:

- Designated lessons, delivered by class teachers
- Other Curriculum areas, especially Science, RE and PE

Specific units of work on RSE are planned into our teaching, throughout the school, following the JIGSAW and GHLL (Gloucestershire Healthy Living and Learning) programmes. We will use single-sex or mixed teaching groups where appropriate.

Teaching and Learning Strategies:

Ground Rules: It is essential that RSE is carried out in a safe, non-judgmental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- No one will be expected to answer a personal question
- Use of language will be appropriate (the meaning of words will be explained and used in a sensible and factual way)
- No one will discuss what has been taught in RSE with other children outside of the classroom.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE, as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for RSE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions we shall ensure that personal revelation of sexual behaviour or attitudes by adults, pupils or about their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection Officer in line with school policy.

Distancing Techniques: In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to

personal experience. For example, we will use fiction, case studies, role-play, and videos to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

Inclusion: We understand the importance of ensuring that all young people in our school receive their entitlement to RSE. We will carefully consider gender, culture, ethnic origin, learning needs (including those of bilingual learners), religious beliefs and sexual orientation when planning and delivering RSE.

Resources:

We will primarily use the JIGSAW and GHLL programme and the resources recommended within it when planning and delivering the RSE Curriculum. We have carefully evaluated teaching resources, leaflets and videos. We have selected resources which:

- Are consistent with the Curriculum for RSE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements of RSE.

Child Protection:

We recognise that because effective RSE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately. Mrs Kate Burke is the designated Child Protection Officer (in her absence, Mrs T. Wood, Mrs R. Creber or Mrs C.Hudson). The Governor responsible for Child Protection and Safeguarding is Mr. Peter Taylor.

Staff Training:

Teaching RSE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods.

Working with Parents/Carers and our School Community:

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. Therefore we seek to work in partnership with them when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers of RSE topics and vocabulary (see appendix)
- Making the RSE policy available to parents on request
- Discussing with parents their views and concerns about RSE on an informal basis
- Informing parents and carers about visits from professionals supporting the RSE programme

- Providing information about support opportunities for young people within the school.

Parents and carers have the right to withdraw their children from the parts of the RSE curriculum which are not included in the statutory National Curriculum. This does not include the elements of RSE to be found in the National Curriculum for Science. Any parent or carer who wishes to withdraw their child from RSE should in the first instance contact the Class Teacher to discuss the matter.

Links with other policies

This policy should be read in conjunction with the following policies:

Child Protection and Safeguarding

Confidentiality

Equal Opportunity

Disability, Race and Gender Equality

Online Safety

SMSC/PHSE

Agreed by Governors on: June 2018

Date for review: June 2019

Appendix

Class	Objectives	Vocabulary	Resources
1	<p>identify similarities and differences within the class</p> <p>know how to make new friends</p> <p>recognise which forms of physical contact are acceptable and unacceptable</p> <p>express how I feel about someone</p> <p>name parts of the body</p> <p>understand that growing up is natural and that everybody grows at different rates</p>	<p>Similar; unique</p> <p>Special; feelings</p> <p>Touch; different</p> <p>Tummy/chest</p> <p>Belly button</p> <p>Bottom;</p> <p>Adult; baby</p> <p>Change; life- cycle</p>	<p>Jigsaw F2</p> <p>Jigsaw Year 1</p> <p>GHLL resource pack</p>
2	<p>name parts of the body</p> <p>start to understand that people make assumptions about boys and girls</p> <p>accept that everyone's family is different</p> <p>know which types of physical contact I like and don't like and be able to talk about this</p> <p>understand that sometime it is good to keep a secret and sometimes it is not</p> <p>understand life cycles of animals, including humans</p>	<p>Life-cycle</p> <p>Breasts; penis</p> <p>Vagina; testicles</p> <p>Private parts</p> <p>Stereotype</p> <p>Physical contact</p> <p>Good secret</p> <p>Worry secret</p> <p>Trust; honesty</p>	<p>Jigsaw Year 2</p> <p>'Pants' song (NSPCC)</p> <p>GHLL resource pack</p>
3	<p>identify how boys/girls' bodies change on the inside (puberty)</p> <p>understand why body changes are necessary (to make a baby)</p>	<p>Puberty</p> <p>Male/female</p>	<p>Jigsaw Year 3</p> <p>GHLL</p>

	<p>recognise how I feel about these changes and how to cope with these feelings</p> <p>know and show what makes a good relationship</p>	<p>Testicles</p> <p>Penis</p> <p>Womb</p> <p>Vagina</p>	<p>resource pack</p>
4	<p>know how it feels to belong to a range of different relationships and identify what I contribute to each of them</p> <p>understand that we can remember people, even I we no longer see them</p> <p>know that I can love and be loved</p>	<p>Relationship</p> <p>Belonging</p> <p>Love; loss</p> <p>Remember</p> <p>Period/menstruation (Y4 girls)</p> <p>Sperm; Penis</p> <p>Egg; ovaries</p> <p>Testicles</p> <p>Vagina; womb</p>	<p>Jigsaw Year 4</p> <p>GHLL resource pack</p> <p>Channel 4 DVD</p>
5	<p>understand what racism is and be aware of my attitudes towards people from different races</p> <p>understand that relationships are personal and there is no need to feel pressurised into having a boyfriend or girlfriend</p> <p>understand how it feels to be attracted to someone and what having a boy/girlfriend might mean</p> <p>explain how bodies change during puberty</p> <p>understand the importance of looking after myself (physically & emotionally)</p>	<p>Racism; culture</p> <p>Discrimination</p> <p>Boy/girlfriend</p> <p>Attraction; couple</p> <p>Puberty</p> <p>Sperm; semen</p> <p>Testicles;</p> <p>Larynx</p> <p>Facial hair</p> <p>Growth-spurt</p>	<p>Jigsaw Year 5</p> <p>GHLL resource pack</p> <p>Channel 4 DVD</p>

		Hormones	
Year 6 only	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>Understand that sometimes people need IVF to help them have a baby</p> <p>Ask the questions I need answered about changes during puberty</p> <p>Describe how a baby develops through the 9 months of pregnancy and how it is born</p> <p>Understand how being physically attracted to someone changes the nature of the relationship</p>	<p>Ejaculation</p> <p>Wet-dream</p> <p>Erection</p> <p>Conception</p> <p>Making love; sex</p> <p>Sexual intercourse</p> <p>Fallopian tube</p> <p>Fertilisation</p> <p>Embryo; foetus</p> <p>Pregnancy; placenta</p> <p>Umbilical cord</p> <p>Contraception ; condom</p> <p>IVF</p> <p>Labour</p> <p>Contractions</p> <p>Cervix</p>	<p>Jigsaw Year 6</p> <p>GHLL resource pack</p> <p>Channel 4 DVD</p>