



Relationship and Sex Education

Holmer Lake Primary School

2021 - 2024

Policy- Document Status			
Date of Policy Creation	Spring 2021 – reviewed every 3 years	Named Responsibility	Headteacher Mrs H Kumar
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Introduction

'Our children learn about sex and relationships from the very youngest age, even if we don't talk to them. Some of the things they learn are incorrect, confusing and frightening... we should talk to our children to help them make sense of it all.' (DfES, 0706/2001)

At Holmer Lake, the Governors and parents were consulted about the teaching of relationships and sex education. It is taught as part of the Science and Preparing Children for Life in Modern Britain. The emphasis is always on the importance of a loving relationship between two people.

Aims of the policy

At Holmer Lake we recognise that the teaching of RSE is essential for the child, for the following reasons:

- It is a legal requirement: through the teaching of Science, children are taught the biological sex education elements which schools must provide. However at Holmer Lake we recognise that the scientific aspects are only part of a child's needs.
- It helps children make sense of the world around them: children will try to make sense of the world and how they got there by applying existing knowledge to new concepts. The conclusions they arrive at alone, with friends or siblings will often be incorrect, confusing and misleading.
- It supports children's emotional development and builds positive self esteem: supporting the emotional development of children so that they can recognise when they need to ask for help and support, express their needs, and manage the emotional and physical changes during puberty.
- It prepares children for puberty: research shows that children are often very concerned about the changes they are experiencing or approaching.
- It supports academic achievement: academic standards are positively affected by meeting the emotional and health needs of children. When children feel safe and supported they are more likely to achieve.
- Telford and Wrekin has one of the highest rates of teenage pregnancies. Many teenagers have said that relationships and sex education was too little too late. By beginning to teach RSE earlier we can ensure that we will have got rid of the 'squirm factor' and children will be much more open to learning the key skills and knowledge

Key Aims and Objectives in the teaching of RSE

Having a clear and accurate understanding of RSE is essential. Through our programme which is firmly embedded in PSHE, Science and the National Curriculum we aim to:

- enable children to learn to respect themselves and others and move with confidence from childhood through to adolescence.
- give age appropriate, accurate information and ensure that children develop skills for life.
- support children's learning and understanding of physical development from birth to adulthood.
- develop children's understanding of human sexuality, reproduction, sexual health, emotions and relationships
- teach the significance of marriage, loving, honest and stable relationships.
- promote the spiritual, moral, cultural, mental and physical development of our pupils
- prepare children for opportunities, responsibilities and experiences of adult life.

Curriculum organisation

Sex and Relationship education has three main elements:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas and
- developing critical thinking as part of decision making

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognize and avoid exploitation and abuse
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Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

Content

Through the National Curriculum for Science the following is taught:

At Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
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At Key Stage 2

- Describe the changes as humans develop to old age, including changes experienced in puberty.
- Comparing the gestation period of other animals with humans

These statutory requirements should be delivered within the context of the PSHE curriculum and through the following four themes:

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people
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Through effective RSE we expect our children to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- protect themselves and ask for help and support
- be prepared for puberty

Planning for Relationships and Sex Education

Our long term planning for RSE is integrated into our PSHE Scheme of Work. It has been planned so that RSE is taught over two terms each year, which allows children the time to develop and mature.

When planning for RSE it will be at the teacher's discretion as to what teaching strategies and additional resources are used depending on the age and development of the children.

Units of Study for RSE:

An outline of the RSE scheme of work can be found in the appendices. We use the Channel 4 programmes entitled '**Living and Growing**'. These are accompanied by teacher resource books and have follow up activities for the

children that reflect issues raised in the programmes and help to develop themes for further discussion.

In each year group the children will have an opportunity to recap the unit previously studied so that their knowledge and understanding is built up as they progress through the school. Work to develop and encourage discussion and correct terminology takes place during each session. Reference books are available in the classroom.

In Upper Key Stage 2 arrangements are made for small groups of single sex pupils to be taught separately. Although the following topics will have been covered with all children, we believe that these sessions will make the children feel more comfortable about asking questions:

Girls discussion: more details on menstruation, sanitary protection, contraception etc

Boys discussion: issues such as erections, wet dreams, voice breaking, circumcision, contraception etc

This is also a time for children to ask questions in confidence. We use a question box so that those children who feel reluctant about asking a question may still do so anonymously and these will be answered generally. If children are absent during any of the sessions then arrangements are made to enable them to catch up. All questions will be kept confidential, unless there is a child protection concern.

Parents

Parents are the key people in teaching their children about sex, relationships and growing up. Therefore it is essential that the school and Governing body involve parents in developing and reviewing their policy. This will ensure that they reflect parents' wishes and the culture of the community the school serves. The selected parts of the video and support materials that we will be using to accompany the Schemes of Work have been viewed and given the approval of the Governing Body.

The materials can also to be viewed by parents in school either prior or during this work to enable them to support their child's learning. Parents will be informed prior to a unit of work being taught.

Opportunities to discuss concerns, ask questions or view the materials can be made. Parents and children will be consulted regularly on the content of the RSE policy and programme. Parents can be assured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. All those contributing to the teaching of RSE are expected to work within the agreed policy. Specific information that can be shared with parents can be found in the appendices.

Parents have the right to withdraw their children from all or parts of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. Such a request should be put in writing to the Headteacher. However, as Holmer Lake Primary School works within the RSE guidelines and consult effectively with parents/carers, they should feel re-assured about the content of the lessons.

Teaching Strategies for RSE

It is essential that we provide a safe, secure environment for teaching RSE, one in which children are able to develop confidence in talking, listening and thinking about sex and relationships. There are a number of teaching strategies that will help staff and children:

Ground Rules

A set of rules which will help create a safe environment in which teachers or children do not feel embarrassed or anxious about unintended or unexpected questions or comments. These should be agreed at the beginning of the planned unit of work. For example:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct anatomical names for body parts will be used
- Meanings of words will be explained in a sensible factual way

Distancing techniques

- Teachers can avoid embarrassment and protect pupil privacy by depersonalising discussions maybe through the use of role play, theatre or videos.

Dealing with questions

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. As teachers may be concerned about responding to unexpected questions or comments from pupils in a whole-class situation they may require training and support so that they are prepared for the unexpected.

Discussion

- Discussion encourages learning and is enjoyed by pupils. Active learning is most effective when pupils are working in groups. Circle time can be used at appropriate times.

Reflection

- Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. It helps teachers evaluate sessions and plan future teaching and learning opportunities.

Confidentiality

- In line with our PSHE policy, ground rules will be set for RSE lessons. Children will be made aware that teachers are unable to offer complete confidentiality. Children will be encouraged to talk to their parents or carers or, if more appropriate, they will be informed of sources of help that are available.
- If personal disclosures are made then appropriate school procedures must be followed, including child protection procedures if a child discloses information that may cause concern such as sexual abuse.

- All staff are aware of the designated member of staff to deal with such incidents. **Evaluation and monitoring**

RSE lessons will be evaluated regularly in line with the schools monitoring cycle and the School Development Plan.

The RSE policy will be reviewed every three years in consultation with parents. It will be amended sooner if there are changes in legislation.

Role of the Governors

There is a requirement for all schools to have an up to date RSE policy that has been agreed by the Governing Body and which is made available for inspection and to parents. The Governing Body will consult with parents in developing the RSE policy to ensure that parent's wishes and the culture of the community are taken into consideration. They will also view and agree the materials that are to be used in school.

Success Criteria

Children will:

- Have a developing knowledge and understanding about physical development, human sexuality, reproduction, emotions and relationships.
- Have an awareness of marriage and other stable relationships
- Begin to be prepared for adult life
- Show respect for themselves, each other, their families and members of the wider community

Teachers will:

- Become more confident in teaching RSE

Equal Opportunities

Equal Opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Useful contacts and references:

National Children's Bureau
8 Wakeley Street
London EC1V 7QE

Tel: 020 7843 6000

e- mail sexedforum@ncb.org.uk

<https://www.ncb.org.uk/news-opinion/news-highlights/sex-education-forum-statement-education-select-committee-report-sex-0>

Information leaflet for parents:
www.parentlineplus.org.uk