

Marsh Lane Primary School



Relationship and Sex Education (RSE)

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SEX EDUCATION POLICY

INTRODUCTION

Governing bodies are required by the Education (No.2) Act 1986 and also the 1993 Education Act to prepare and keep up to date statements of policy on the content and organisation of any sex education in their schools. In making this statement the governors have taken into account the National Curriculum document for Science.

WHAT IS MEANT BY “Relationship and Sex Education”?

Sex education includes concepts such as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities, and how we care for each other. The governors have approved a programme of sex education delivered in school and closely linked to the science curriculum. The programme is delivered to Y5 and Y6 children within a moral, family and Christian framework. Parents are invited to attend an evening meeting to discuss and view the contents of the sessions, and speak to the School Nurse. T

THE AIMS OF THE SCHOOL’S SEX EDUCATION PROGRAMME

Sex Education aims to help children understand their own bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships, family values and to be aware of pressures and possible dangers.

Dec 2017 Addition

Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world

Staff have a duty of care to provide and model this expectation.

WHERE AND HOW WILL IT BE TAUGHT?

The term sex education is unlikely to be used with younger children. The work will be integrated within science, health education and P.S.H.E. and will gradually be developed step by step through the age range 3-11.

The class teacher will be responsible for the work. The school nurse may be involved from time to time, always working closely with the class teacher.

The Year 6 class will watch 3 programmes on video produced by the schools’ television service covering puberty, conception, birth and relationships, all within a family setting.

After which, discussion in single sex groups will take place, questions being answered by the teachers leading the discussion groups.

CONSULTING PARENTS

Parents will be invited to comment on the governors' policy. They will be invited to attend a parents' evening to preview the resources and explain when the programme will be taught. They are also entitled to withdraw their child from the programme of work planned specifically for sex education, but not from the National Curriculum aspects of the provision.

This policy has been updated for the 2020 academic year, and has been sent out to parents in September 2020. A dedicated RSE page has been set up on the school website for parents to view sample units and has the 'contact me' facility for feedback.

PUPIL ENTITLEMENT

The governors believe that children are entitled to appropriate and responsible health and sex education. The headteacher and governors are always willing to discuss any concerns with parents.

The governors recognise the need for support for staff in this sensitive area of the curriculum. It is the responsibility of the headteacher to organise sufficient staff who are appropriately trained and have adequate resources to undertake the programme.

This is then continued through KS1 and KS2 where children develop a greater understanding of relationships through circle-time and other activities. Even though this subject, also known as Citizenship, is no longer on the primary curriculum, we feel that it still has a role in child-development.

NATIONAL CURRICULUM SCIENCE AS IT RELATES TO RSE EDUCATION

EYFS

The early learning goals in the foundation stage place a great emphasis on children's personal, social and health development. We encourage self-discipline and personal development and children are set tasks to achieve their individual goals. Children are encouraged to talk confidently and politely with adults and peers. Opportunities are provided to listen, question and formulate ideas and to gain in self-respect and confidence. We aim to create an environment where children feel secure and confident.

KS1 (Age 5-7) PUPILS SHOULD BE TAUGHT:

- * the difference between things that are living and things that have never been alive.
- * that animals, including humans, move, feed, grow, use their senses and reproduce. * to name the main external parts of the body, e.g. hand, elbow, etc.
- * that humans can produce babies and these babies grow into children then adults.
- * that humans have senses which enable them to be aware of the world around them.
- * to recognise similarities and differences between themselves and other pupils.

KS2 (Age 7-11) PUPILS SHOULD BE TAUGHT:

- * that there are life processes, including nutrition, movement, growth, and reproduction common to animals, including humans.
- * the main stages of the human life cycle.

LEARNING OUTCOMES THROUGH THE SPECIFIC RSE MATERIALS AND TEACHING

The following statements are offered as learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. Those statements marked with an asterisk are part of the National Curriculum science requirements and as a result may be repeated from the previous section.

By the end of Key Stage 1 Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults*
- The basic rule for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and difference between people
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2, Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences

- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupil will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human life cycle
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements. For example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

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