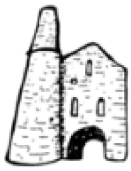
St Day and Carharrack Community School



Relationships and Sex Education Policy

Signed _____

Chair of Governors _____

Date _____

Date for review _____

Relationships and Sex Education (RSE) Policy

RSE Statutory Requirements

1) National Curriculum
   Our curriculum offer must be broad, balanced and:
   - promote the spiritual, moral, social, cultural, mental and physical developments of the pupils
   - prepare pupils for the responsibilities, opportunities and experiences of later life

2) Safeguarding
   State-funded schools have the responsibility for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006). RSE forms a part of this in ensuring pupils are well-equipped to face the responsibilities and potential challenges of relationships.

3) Knowledge and Understanding
   According to the DfEE 2000, all primary pupils need to:
   - know about puberty before they experience the onset of physical changes
   - learn how a baby is conceived and born before they leave primary school

4) Equality
   Under the Equality Act 2010, schools have a duty to ensure teaching is accessible to all children and that inclusive RSE teaching will foster good relations between pupils, addressing the need for equality between girls and boys in the picture of our wider society, and tackle all types of prejudice – including homophobia – and promote understanding and respect.

5) Parental Rights
   Under the SRE guidance by DfEE 2000, parents can exercise their rights to withdraw their children from any RSE taught outside of National Curriculum Science (Education Act 1996). Parents have a legal right to see the RSE policy and have a copy and it will be readily available on the school website. Where RSE topics arise incidentally, it will not be possible for parents to withdraw children; the nature of discussion will be directed by the class teacher as appropriate.

RSE at St Day and Carharrack School

Objectives

- This policy is produced to ensure all stakeholders are clear on the provision of RSE at St Day and Carharrack Community School. A process of consultation will support any updates that are consequently made as well as ensure every aspect of provision has been accounted for.
- RSE provision is to change in 2016 with the introduction of a new scheme of learning. 'The Christopher Winter Project- Teaching SRE with Confidence in Primary Schools' has been recommended by the Cornwall Healthy School's Team having been widely and successfully implemented nationwide.

- The scheme will ensure all children are the recipients of high quality provision using up-to-date resourcing that acknowledges clear progression from Year R to Year 6. The content delivered is entirely underpinned with an understanding that the relationships part of 'RSE' is the most significant to the health and well-being of our children. This is reflective of the values of St Day and Carharrack Community School and mirrors the 'Behaviour for Learning' Policy as well as recent INSET training on 'Mental Health and Well-being' for children and staff. All learning will center around respect for others and citizenship.
- That all children will receive information that is honestly delivered within a safe and secure environment with agreed boundaries in place.
- That Equal Opportunities are upheld – the school is commited to ensuring all of the pupils receive the necessary RSE provision that responds to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all with further intervention provided if necessary.
- All children will leave Key Stage 2 fully prepared to successfully encounter the Key Stage 3 RSE and Science curriculum.

Organisation of Provision

- Many themes that occur within RSE are already evident in the Life Skills programme as well as themes covered in assemblies and through 1:1 and small group interventions.
- 2016 will see the launch of 'Healthy Me' week. This will take place during the Summer term and will encompass a number of different learning experiences for children to access in relation to RSE, PSHCE and PE.
- The school has worked alongside Cornwall Healthy School's Team for support in delivering the curriculum content – this support is available when needed as well as access to high quality resources.

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the RSE provided at school **except for those parts included in National Curriculum Science**. For any parents/carers to whom this is applicable, in the first instance they are invited to meet with the Deputy Headteacher to discuss and look through the curriculum to be delivered. This discussion will involve school highlighting the impact it might have on a child for them to be withdrawn from sessions.

Curriculum Content

The main themes and areas of knowledge and understanding are as follows.

Year Group	Themes/Objectives
Reception	To understand the need for good hygiene routines. To know that all families are different. To undertsand how different family members help each other.
Year 1	To understand the concept of growing and changing. To know the difference between boy and girl babies and understand that children become adults. To know the different types of families and who to ask for help from.
Year 2	To identify the differences between males and females and introduce the concept of gender stereotypes. To know how the differences between males and females, linked to the lifecycle. To know and name the male and female body parts.

Year 3	To know the differences between male and female body parts. To identify the different types of touch and how to manage unwanted touch. To understand personal space. To know who to ask for help and support from.
Year 4	To know the main stages of the human lifecycle. To describe the body changes that occur when a child grows up. To know how puberty is linked to reproduction and how this brings about physical and emotional change.
Year 5	To explain the main physical and emotional changes during puberty. To consider how to manage changes during puberty, To explore the impact of puberty on the body and the need for good hygiene.
Year 6	To describe how puberty prepares the body for reproduction. To consider physical and emotional behaviour in relationships. To know what touch is appropriate. To explore the process of conception and pregnancy and to understand what decisions have to be made before having a baby. To explore the positive and negative ways of communicating within relationships.

Language and terminology

All language used within RSE sessions is of a scientifically accurate and therefore factual nature. It is vital that all children are exposed to and understand the meaning of the correct vocabulary for private parts of the body.

Assessment

As with any subject, teachers will make ongoing judgements as to the progress made by learners through their use of assessment for learning. Coupled with evaluation of the lesson, teachers will adapt future planning to meet the needs of their learners.

Answering difficult questions and Ground Rules

Before delivering the RSE curriculum all staff will be reminded on how best to answer 'difficult' questions. There are many strategies adults can use to protect the children and themselves from sharing unnecesssary or inappropriate information.

Underpinning the RSE provision is the importance of allowing children to form their own opinions and view on the themes covered whilst respecting those of others. The children also have a right to ask questions and expect an honest and age appropriate answer to ensure that misconceptions are not formed.

Before each session, teachers will remind children of the 'Ground Rules' for the learning. These will be agreed amongst individual classes and with all the adults in the room. These rules will set the tone and act as a support for children discussing themes that some may find embarrassing or uncomfortable to talk about. No child will ever be expected be make a verbal contribution if they do not want to.

Safeguarding

Due the nature of RSE, it is possible that safeguarding concerns around individuals may become apparent. If this happens, all staff are aware of the safeguarding policy and who the designated people to communicate safeguarding concerns are.