

Green Meadow Independent Primary School



Relationships & Sex Education Policy

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Relationships and Sex Education Policy

Introduction

At Green Meadow Independent Primary School, we believe relationships and sex education (RSE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. We believe it is part of our duty to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others.

“Learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.” (DfES Guidance Document DfES 0116/2000)

Aims and Objectives

- ❖ We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life.
- ❖ Throughout our teaching we hope to enable children to learn the significance of stable relationships and marriage. We aim to encourage children to develop caring, honest relationships and value others.
- ❖ We aim to inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.
- ❖ We aim to help young people build their self esteem in order to respect themselves and others and move with confidence from childhood through to adolescence.
- ❖ We aim to provide the children with a knowledge and understanding of what happens during sexual intercourse and that this can result in pregnancy. We also wish to encourage discussion and correct any misconceptions about sex and sexuality.
- ❖ **2.6** We will also emphasise respect for their own bodies and the importance of sexual activity being within a respectful, committed, long term loving relationship. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and develop an awareness of responsibility for themselves and for others.
- ❖ We aim to provide an environment where children can seek advice on sexual matters, including those that could be perceived as sexual abuse or exploitation.

3 Teaching and Learning Style

- ❖ At Green Meadow Independent Primary School, we use a variety of teaching and learning styles to aid RSE.

Our principal aim is to teach children to foster and develop caring relationships with others and to understand what sex is and its possible consequences.

- ❖ RSE is part of and supports the Science and PSHCE policies across Key Stage 2.
- ❖ PSHCE is taught throughout the school.

RSE has three main elements:

- **Attitudes and values:** learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making.

- **Personal and social skills:** learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse.

- **Knowledge and understanding:** learning and understanding the physical development at the appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.

- ❖ During sex education itself, Year 6 sometimes work in single sexed groups, have opportunities to ask questions anonymously, abide by some ground rules and watch the 'Living and Growing' DVD. Distancing techniques are used, i.e. fictitious characters instead of real people, as a vehicle for teaching and allowing the children talk more openly about this subject. Other teaching methods include drama, role play, emotional literacy and circle times. Prior to the showing of the DVD to the children, parents are invited to view the programmes and discuss any issues arising. This provides them with the opportunity to approve the input given or withdraw their child.
- ❖ Teachers have responsibility to ensure the safety and welfare of pupils and can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of RSE at Green Meadow Independent Primary School. The teaching of RSE always follows the safeguarding protection policy.
- ❖ Teachers and all those contributing to RSE are expected to work within the agreed school ethos and values.
- ❖ There are children of differing ability in all classes at Green Meadow Independent Primary School. There are suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including differentiation in group activities, allowing children to ask questions and explore their ideas and teaching assistants are available to support children with special needs so they can access the curriculum at their level.

RSE Curriculum Planning

- ❖ RSE is only part of the PSHCE and Science curriculum. It is outlined in our medium term plans and gives a planned unit of progressive skills and learning for each year group.
- ❖ RSE will be taught in all Key Stage 2 year groups, it will be age appropriate and will build on knowledge from year to year:
- ❖ The focus in Y3 will be; building successful friendships, body language, how our actions affect others, making choices, building self esteem, similarities and differences
- ❖ The focus in Y4 will be; Names of body parts female and male, puberty and body changes, personal hygiene, growing up – growing taller, being more skilful, hopes and dreams for the future, Emotional Literacy – resolving conflict, celebrating our differences, good to be me, and friendship
- ❖ The focus in Y5 will be; The human life cycle, how our bodies change through puberty (recap), personal hygiene, identification of sexual organs, building self esteem, and building good relationships, emotional and physical changes and conception and parenting.

- ❖ The focus in Y6 will be; dispelling myths, reassuring children and addressing concerns and worries, influence of the media, stereo types, peer pressure, self image, choices and dealing with loss.

Contribution of RSE to teaching in other curriculum areas

The skills that children develop in RSE are linked to and applied in every subject of our curriculum. The children's skills in developing relationships with others are practised all the time. Decision-making and choices are also key skills that filter through the curriculum.

Teaching RSE to children with special needs

Children with specific learning needs are able to access the RSE through enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by teaching assistants supporting them in the classroom.

Assessment and recording

Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from teachers about lunchtimes and any social or friendship difficulties. Any worrying behaviour is noted in the child's personal file (if appropriate) and is passed up each academic year. The children receive stickers for displaying positive, caring behaviour towards others in the playground.

Resources

There are some resources to support RSE. We have available the living and growing series of books and a resource manual with supporting activities. There are also video materials to support the sex education in Year 6.

Monitoring and Review

Monitoring the standards of children's work and the quality of teaching in RSE is the responsibility of the PSHCE subject leader. The subject leader also needs to offer support and advice to colleagues in the teaching and learning of RSE. The PSHCE leader has discussions throughout the year which helps the management team to evaluate the strengths and weaknesses in this area and suggests further developments.

The DVD shown to the Year 4,5 and 6 children is regularly reviewed and must be approved by staff and the senior management team.

Right to Withdraw

Parents and Carers have the right to withdraw their child from all or part of sex education. The relationships part of RSE is compulsory. If a parent or carer wishes to withdraw their child they should put their request in writing to the headteacher, who may ask to meet with the parents to discuss their decision. Requests for withdrawal of children with SEND will be handled in the exact same way.

Evaluation

The provision of RSE will be evaluated on a yearly basis.