



# Tittensor CE (VC) First School

## Relationships and Sex Education Policy

September 2022

Review date: September 2024

### **Introduction**

Tittensor CE (VC) First School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum, which includes Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a trusting relationship between teacher and pupils. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the statutory requirements of the Department for Education guidance. More details can be found here:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

### **Aims**

- To have the confidence and self-esteem to value themselves and others.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.

### **Objectives**

As part of RSE, pupils will be taught about the nature and importance of mutually supportive relationships for family life and bringing up children. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within our Christian society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

### **Teaching and Learning including delivery of the Curriculum**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching throughout our PSHE curriculum. At Primary level we mainly focus on relationships, physical health and mental wellbeing.

The scheme of work for RSE at Tittensor CE (VC) First maps out a sequence of lessons/topics for each year group which progresses and returns to topics as children move through the school.

These topics include;

### Relationships Education

- Families & people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### Physical health and mental wellbeing

- Mental wellbeing
- Internet Safety & Harm
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic first aid

We also teach RSE through other subject areas (eg Science, PE, Computing and Online Safety, and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with Religious Education, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including on the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

#### In Key Stage 1 children learn:

- That animals including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can reproduce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others.
- To treat others with sensitivity.

#### In Key Stage 2 children learn:

- About the life processes common to humans and other animals including nutrition, growth and reproduction.
- About the main stages of the human life cycle.

### The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice (See appendix A for our RSE Parent's letter).
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Parents have the right to withdraw their children from those aspects of Relationship and sex education, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to:

- Ensure that parents and staff are informed about our RSE policy.
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **The Role of the School and Other Members of the Community**

The school liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education.

### **Language**

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the differing faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through teaching, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### **Harassment and bullying**

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

### **Visiting speakers**

Any visiting speakers to the school should be familiar with the Policy on RSE. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

### **Advising Parents/Carers**

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner. Teachers will respond to any child indicating that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher following the Safeguarding Policy.

### **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and differentiated activities will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

RSE will be taught to ensure quality of access for all pupils, regardless of gender, race or disability, providing equal opportunities and avoiding discrimination.

### **Monitoring and Evaluation**

This policy and the RSE scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

### **Resources**

Electronic resources are available on the school's internal server. Should parents wish for a copy of any resources used in their child's RSE lessons, they may contact the class teacher or the PSHE lead (Miss Turner).

### **Dissemination**

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

If you should have any queries, or any reason to complain about the RSE programme, please follow the usual school protocol.

## **Appendix A**

Dear Parents/Carers,

You will be aware that, as part of your child's educational experience at Tittensor CE (VC) First School, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live safe, productive and fulfilled lives, both now and in the future.

During their time at Tittensor, pupils will be taught about differences, diversity and tolerance. They will also be taught about healthy relationships (Relationships and Sex education – RSE), including: families, growing and changing, feelings, personal hygiene and developing confidence and self-esteem – All of these are part of our PSHE curriculum which is taught throughout the school in every year group and is monitored and reviewed regularly by staff and the governing body.

All teaching of PSHE and RSE will take place in a safe learning environment and be underpinned by our school ethos and values. We aim to develop skills and understanding in order to empower pupils to make positive decisions about their health related behaviour. A variety of opportunities will be provided for pupils to ask questions in order to prepare them for relationships of all kinds in the modern world.

As a school Christian community we are committed to working in partnership with parents. If you would like to find out more or discuss any concerns, please contact me for a chat.

Kind Regards,

Miss Craig  
Headteacher