



eastbury
primary
school
Succeeding together

Relationship and sex education policy

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Next Review: Spring 2020



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1. RATIONALE

At Eastbury Primary School we seek to teach pupils how to make and manage a range of different positive relationships with:

- Family
- Friends
- Adults in school
- other members of the local community

We believe that positive relationships are the basis of good emotional and mental health; contribute to social cohesion and employability and enable children to keep themselves happy and safe. Positive relationships are also essential to learning, progress and achievement; help children to develop social and emotional resilience and contribute to a happy, successful school.

The DfE Guidance and more recent National Curriculum statement refers to 'sex and relationships education'. We are aware that for many parents this causes concern as the apparent emphasis is therefore on 'sex' rather than 'relationships'. Like many primary schools, we seek to redress this imbalance and potentially unhelpful emphasis by referring to 'Relationships and Sex Education' (RSE).

2. INTRODUCTION

This document is a statement of the aims, values and delivery of teaching and learning about relationships and sex education (RSE) at Eastbury Primary School.

The named member of SLT with responsibility for our RSE policy is Suzanne Steed. The Governor with responsibility for our RSE policy is David Backhouse.

This policy is based on the requirements of the national curriculum (2014); advice from the PSHE Association; the Sex and Relationship Education Guidance DfEE 0116/2000 (July 2000); and the Science national curriculum.

3. AIMS AND OBJECTIVES

The aims of our RSE is to help and support young people through their physical, emotional and moral development. Our programme is firmly rooted in the Personal, Social and Health Education (PSHE) framework of the National Curriculum and aims to help our children to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Relationships and sex education makes a valuable contribution to teaching and learning at Eastbury Primary and is based on the entitlement of each pupil to receive a broad, balanced and relevant curriculum. It also contributes to the promotion of the spiritual, moral, social, cultural, mental and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

4. DELIVERY OF RSE

Relationship and sex education will be taught specifically within PSHE but also in Science.

Relationship education is core to our behaviour management and may therefore be appropriately addressed during assemblies and other curriculum activities during the school day.

Any additional RSE issues that may arise within a class/year group can be addressed in consultation with PSHE co-ordinator and a member of SLT.

RSE will be taught to all pupils in their usual class groups although, at certain times, at the discretion of the class teacher, in consultation with the PSHE leader and where needed, pupils may be taught in single-gender groups.

There may be opportunities for RSE to be supported by appropriate outside agencies e.g. school nurse. Any visitors will be given clear guidance on the content they will be delivering as well as being made aware of our Child Protection and Safeguarding Policy.

5. CONTENT

RSE will be in conjunction with the science national curriculum (2014) which is compulsory for all pupils.

Key stage 1 (age 5-7)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.

Key stage 2 (age 7-11)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The curriculum overview of RSE includes three main elements:

- 1) Attitudes and values
- 2) Personal and social skills
- 3) Knowledge and understanding.

These will be taught within the lessons listed below:

Reception	Our Lives	My family and me Make friends Falling out and bullying Being the best friend we can be My body Keeping ourselves clean Respecting my body Families Our day Fun and fears
Year 1	Growing and caring for ourselves	Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships

		<p>Keeping clean</p> <p>Family and care</p> <p>Life cycle</p> <p>Growing and changing</p> <p>Learning and growing</p>
Year 2	Differences	<p>Families</p> <p>Keeping safe-physical contact</p> <p>Friends and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Celebrating my special relationships</p> <p>Differences: Boys and girls</p> <p>Differences: Male and Female</p> <p>Naming the body parts</p> <p>The changing me</p> <p>Assertiveness- say what I like and don't like</p> <p>Looking ahead</p>
Year 3	Valuing difference and keeping safe	<p>Family roles and responsibilities</p> <p>Friendship</p> <p>Keeping myself safe</p> <p>Being a global citizen</p> <p>Celebrating my web of relationships</p> <p>Differences: Male and Female</p> <p>Personal space</p> <p>Family differences</p> <p>Family gender/stereotype</p> <p>Looking ahead</p>
Year 4	Growing up	<p>Relationship web</p> <p>Love and Loss</p> <p>Memories</p> <p>Are animals special?</p> <p>Special pets</p> <p>Celebrating my relationships with people and animals</p> <p>Growing and changing</p> <p>What is puberty?</p> <p>Puberty changes and reproduction</p> <p>Accepting changes</p> <p>Looking ahead</p>
Year 5	Puberty	<p>Recognise me</p> <p>Getting on and falling out</p>

		Friendship and feelings Technology (internet safety) Talking about puberty Male and female changes Puberty and hygiene Body image Looking ahead
Year 6	Puberty, relationships and reproduction	My relationship Love and Loss Power and control Being safe with technology Puberty and reproduction Understanding relationships Conception and pregnancy Communicating in relationships Self body image Transition to secondary school

6. RESOURCES

Our main resources for our RSE programme are:

- Teaching SRE with confidence in Primary Schools
- 'Jigsaw – a mindful approach to PSHE' resources.
- Additional resources which have been highly recommended by outside agencies which supports the ethos of Eastbury.

Resources will be made available for parents to view on request.

7. STRATEGIES FOR TEACHING

We aspire to give all our pupils good and outstanding teaching at all times. As part of our usual teaching and learning process we always ensure a safe and appropriate learning environment but particularly with RSE, teachers will:

- Reinforce class learning agreement used for circle time/PSHE lessons with additional rules which are outlined in the teachers' guidance folder.
- Ensure no personal cases or information is used about individuals (pupil/adult).
- Pupils' questions will be answered honestly, openly and in an age-appropriate way, in small groups or whole class, although teachers may

choose not to answer particular questions and may also choose to postpone a response until they have considered the implications of their response.

- Teaching techniques may also include discussions, small group and project learning; but also include opportunities for pupils to reflect on their learning.

8. PARENTS

Our teaching of RSE is age appropriate in an atmosphere of mutual trust and based on good practice. However uncomfortable adults may feel, children and young people grow up in a very sexualised society; the lyrics of many pop songs and accompanying films; stories in the media and the adult themes of many programmes on TV; playground conversations; adult style clothing for sometimes very young children and the easy availability of adult and inappropriate materials on the internet, all add to pressures on children and young people.

Parents will be invited to an information session prior to teaching the RSE aspects of the curriculum. However, a parent has the right to withdraw their child from RSE lessons outside of the science curriculum. Should a parent wish to withdraw their child, the following procedures must take place:

- Make an appointment with the class teacher or member of the SLT to discuss and view the lesson content and resources.
- Parents must make a valid and educational reason for withdrawing their child.

After careful consideration, if the child is withdrawn from an RSE lesson, the child will be taught a relevant PSHE lesson in a separate room from their classroom led by another adult.

9. CONFIDENTIALITY

Pupils sometimes make a personal disclosure to a teacher, either individually or in a small group or class situation. Teachers may find that pupils tell them sensitive information about themselves, some of it about activities that are illegal such as the use of drugs by the pupils, their friends or family and disclosure might relate to under-age sexual activity or that they have been abused.

All staff need to be clear about our school's rules on confidentiality and be aware of the school's Child Protection policy.

If a primary age child who is sexually active, or is contemplating sexual activity, directly approaches a teacher or member of staff for advice the school

and its staff will always view this as a child protection issue. It will be dealt with according to the child protection procedures of the school.

10. WAYS OF SHARING/CELEBRATING CHILDREN'S WORK

- Openings of lessons
- Mini-plenaries e.g. Why is this good? (Refer to success criteria)
- Plenaries and use of visualizer
- Celebration Assemblies
- Achievement Awards
- Display

11. MONITORING AND REVIEW

This policy will be monitored every three years by the PSHE subject leader and identified SLT member. Teaching staff will be expected to feedback any potential improvements, comments or concerns about visitors, materials or gaps in provision as part of their professional duty of care.

Our usual patterns of teaching allow for assessment of learning and evaluation of resources through professional reflection, team meetings and discussions with the subject leader and SLT.