



# **Corporation Road Community Primary School Relationships and Sex Education Curriculum Policy (September 2020)**

**To be approved by the Governing Body**

**Chair of Governors: Mrs Christine Archer**

**Date: September 2020**

**To be reviewed: September 2022**

# **Relationships**

## **Sex Education Curriculum Policy**

### **Vision**

In Corporation Road Community Primary School we aim to provide a safe, caring and stimulating environment, in which to realise and celebrate the academic and non-academic potential of all our pupils. Pupils will be encouraged to ask relevant questions to develop their knowledge and understanding of RSE.

### **What Is Relationships and Sex Education (RSE)?**

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of personal, social, health, citizenship and economic education (PSHE).

### **Relationships and Sex Education in this school has three main elements:**

#### **Personal and Social Skills**

- managing emotions within relationships confidently and sensitively.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, and marriage.
- learning about the nurture of children.

- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

### **Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

### **Aims**

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. These aims will be taught with a cross-curricular approach. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support, if necessary.

## **Organisation and Content of Relationships and Sex Education**

Corporation Road Community Primary School specifically delivers relationships and sex education through its PSHE Programme, RE and Science lessons at Foundation Stage, KS1 and KS2.

Much of the sex and relationship education takes place within PSHE lessons. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year group.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules (Group Agreements) are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff so that they can develop their confidence in delivering the whole of the RSE programme.

## **RSE Scheme of Work**

RSE is part of our spiralling PSHE curriculum. Throughout the curriculum, the following key themes are covered:

- Rights and responsibilities
- Money
- Health
- Feelings and friendships
- Safety and risk
- Identity

As part of our Recovery Curriculum for 2020-2020, we will narrowing our PSHE curriculum to support children when returning to school after a Lockdown. The areas which will be covered across all year groups are:

- Managing feelings and emotions, including responding to the the feelings and emotions of others.
- Dealing with chage and loss.
- Hygiene requirements when following guideleines to prevent the spread of Covid 19.
- Physical contact (including social distancing).
- Following rules and carrying out rights and responsibilities (looking at children's roles and responsibilities when carrying out Governmment guidelines).

## **Inclusion**

Ethnic, Cultural, Religious Groups and Sexual orientation.

We intend our policy to be sensitive and address the diverse needs of culture, faith, disability, sexual orientation and cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## **Right to Request Withdrawal from Relationships and Sex Education**

A request to winthdrawal children from relationships and sex education may be made by parents or carers who do not wish for their children to participate in relationships, sex and health education, however you cannot withdraw from all statutory areas including those topics covered in science and the new relationships, sex and health education curriculum.

We aim to work in partnership with parents and carers to provide an age-appropriate education for our pupils, keeping them safe from harm and understanding how they grow and develop.

If you are unsure about the curriculum and have questions or queries please feel free to speak to our curriculum lead who will discuss the policy, the scheme of work and lesson content and show you our resources.

If you wish to request withdrawal, you must make this request and discuss with the Head teacher in school.

### **Sex and Relationships Education in the context of the National Curriculum:**

Legal requirements:

Corporation Road Community Primary School has a statutory duty to teach the following as part of the National Curriculum Science Curriculum

#### **Key Stage 1**

- Notice that animals, including humans, have offspring which grow into adults.

#### **Key Stage 2**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

### **EYFS**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

#### **Key Stage 1**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, 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. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

#### **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship and families. They will develop skills needed to form relationships and to

respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

## **Science National Curriculum Summary- Statutory**

### **Key Stage 1**

#### **Animals, including humans**

- Identify , name, draw and label the basic parts of the human body
- Notice that animals, including humans, have offspring which grow into adults.

### **Key Stage 2**

#### **Animals, including humans.**

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

#### **Evolution and inheritance**

- Recognise that living things produce offspring of the same kind.

### **Confidentiality and Safeguarding**

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the rights of pupils and staff.

Some children may have concerns which they wish to share with a teacher and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given.

Staff need to use the support referral systems available in our school and also be aware of our child protection procedures. If a teacher has any concerns re the welfare of a particular child then that teacher will seek further advice from the Designated Child Protection staff in school (Head teacher). Child Protection procedures will then be followed, if appropriate.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration.

### **External Visitors and RSE**

To support with the delivery of the RSE curriculum, external visitors may be used to compliment the programme.

The external guest will work alongside a member of school staff, delivering content in line with the school's ethos and planning.

### **Monitoring and Evaluation of Relationships and Sex Education**

It is the responsibility of the Lead Teacher for PSHE to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a monitoring and evaluation cycle led by the Leadership Team.

### **Assessment**

Assessment of RSE takes place formatively through discussions, observations and analysis of children's work. The PSHE coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place in RSE lessons.