

Bollin Primary School



Growing hearts and minds together

Relationship and Sex Education Policy

Date published: November 2018

Date of next review: November 2021

1. Introduction

1.1 At Bollin 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. It is part of our policy 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)

2 Aims and Objectives

2.1 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.

2.2 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.

2.3 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.

2.4 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.

2.6 We will also emphasise respect for their own bodies and 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.

3. Teaching and Learning Style

3.1 At Bollin 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 the changes their bodies will go through during puberty.

3.2 RSE is part of and supports the Science, R.E. and PSHCE policies across Key Stage 2. PSHCE throughout the school is supported by the use of the JIGSAW programme of study.

3.3 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.

3.4 During RSE education itself, Year 5 & 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 making the children talk more openly about this subject. Other teaching methods may include drama, role play, emotional literacy and circle times. Prior to the showing of the DVD parents are informed about the forthcoming lessons through a letter, providing the opportunity prepare for the subject content or to withdraw their child.

3.5 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 Bollin Primary School. The teaching of RSE always follows the safeguarding policy.

3.6 Teachers and all those contributing to RSE are expected to work within the agreed school ethos and values.

3.7 There are children of differing ability in all classes at Bollin 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.

4. RSE Curriculum Planning

4.1 RSE is only part of the PSHCE, R.E. 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.

4.2 RSE is will be taught in all year groups, it will be age appropriate and will build on knowledge from year to year.

5 Contribution of RSE to teaching in other curriculum areas

5.1 We are currently developing the wider curriculum at Bollin Primary School but the skills that children develop in RSE will be 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. This policy will be updated accordingly.

6. Teaching RSE to children with special needs

6.1 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.

7 Assessment and recording

7.1 Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Any worrying behaviour is recorded on CPOMS and passed on to Behaviour lead and/or a member of SLT.

8 Resources

8.1 There are some resources to support RSE. Emotional Literacy/Conflict Resolution games, board games, adventure playground, giant Connect4, outdoor equipment such as skipping ropes and other games which facilitate group work and cooperation.

9 Monitoring and Review

9.1 Monitoring the standards of children's work and the quality of teaching in RSE is the responsibility of the senior leaders in the school and the PSHCE subject leader. The subject leaders also need to offer support and advice to colleagues in the teaching and learning of RSE.