**Title:** **RELATIONSHIPS AND SEX EDUCATION (RSE) 2019-2020**

**DOCUMENT MANAGEMENT**

This document was **adopted** at the Governing Body meeting on **11.3.19**

This document is subject to **annual** review in **March 2020**

**Introduction**

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Relationships and Sex Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

 (DFE July 2018)

**Aims and Objectives**

At Franche Community Primary School, we are committed to ensuring that our RSE programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

As supported by the NSPCC, The Children’s Society, Barnardo’s, National Children’s Bureau and Sex Education Forum, our aims and objectives are derived from the ‘RSE in schools’ poster and adapted for our school community and needs. At Franche Community Primary School, we are committed to teaching relationships and sex education (hereafter referred to as RSE) which:

* is an identifiable part of our personal, social, health and economic (PSHE) education curriculum and which has planned, timetabled lessons across all the Key Stages.
* is taught by staff regularly trained in RSE and PSHE.
* works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
* delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
* is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
* promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
* gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their maturity.
* gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
* includes learning about how to get help from sources such as health and advice services, including reliable information online.
* fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in everyday life.
* meets the needs of all pupils – including those with special educational needs and disabilities

**RSE in the context of the National Curriculum:**

**Legal requirements:**

At Franche Community Primary School, we have a statutory duty to teach the following as part of Science in the National Curriculum.

**Key Stage 1**

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

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

**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.

Our RSE curriculum, which is also linked closely with the PSHE curriculum, builds on these themes as follows:

**Foundation**

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 that animals, including humans, have offspring which grow into adults. 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. Our programme for relationships education during Key Stage 1 covers the following themes:

**Understanding personal change and responsibility**

**‘All about me’**

• How have I changed?

• What is similar about girls and boys?

• What are the names of the external body parts?

• What are the correct names of the external body parts?

**Understanding the dynamics of healthy relationships**

**‘Friends and family’**

• Who takes care of me?

• What does private mean?

• What makes a good friendship?

• What behavior makes us feel happy/ sad (including appropriate and inappropriate touch)?

**‘Kindness and anti-bullying’**

• How do we show kindness to ourselves?

• How do we show kindness to others?

• How do I feel when I am shown kindness?

• How do I feel when I show kindness to others?

**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. 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.

Specific RSE lessons are delivered throughout Key Stage 2 and cover the following themes:

 **Year 3 and 4**

**Understanding personal change and responsibility**

**‘Growing up’**

* What are the physical differences between males and females?

**Understanding the dynamics of healthy relationships**

 **‘Friends and Family’**

* What responsibilities does a parent have for their child?
* What behaviour affects our feelings and how (including appropriate and inappropriate touch)?

**‘Kindness and anti-bullying’**

* What is a healthy relationship?
* What is an unhealthy relationship?
* What is bullying?
* How do we show kindness to ourselves?
* How do we show kindness to others?
* How do I feel when I am shown kindness?
* How do I feel when I show kindness to others?

**Year 5 and 6**

**Understanding personal change and responsibility**

**‘Growing up’**

* What physical and emotional changes happen as we become adults?
* How do we manage these changes?
* What are the stages in the life cycle?
* How are babies made?

**Understanding the dynamics of healthy relationships**

 **‘Friends and Family’**

• What behaviour affects our feelings and how (including appropriate and inappropriate touch)?

‘**Kindness and anti-bullying’**

• What is a healthy relationship?

• What is an unhealthy relationship?

• What is bullying?

• What do you do if you see someone being bullied?

• How do we show kindness to ourselves?

• How do we show kindness to others?

• How do I feel when I am shown kindness?

• How do I feel when I show kindness to others?

**Consulting Parents**

This RSE policy is available on our website. As with all areas of the curriculum, class teachers are always willing to discuss concerns with parents should they arise.

In Years 5 and 6, the school informs parents in advance when aspects relating to puberty (Year 5) and ‘how babies are made’ (year 6) are taught. Opportunities are provided for parents to discuss the content of the lessons with class teachers.

**RSE Policy and Practice**

* Designated teachers, Miss Nilofar Ashtyani and Mrs Catherine Mason, will have overall responsibility for the provision of the programme, for monitoring developments within RSE and for recommending to governors any amendments that they feel necessary and appropriate.
* Materials used in the RSE Programme will be available for parents to view on request.
* It is a legal requirement that all children in Primary Schools receive relationships education. (DfE 2018) Parents may legally withdraw their children from the sex education element of the curriculum. However, a conversation with the class teacher would be encouraged so that parental concerns could be discussed.
* If questions are asked by children outside the RSE Programme, class teachers will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
* It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

**Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Where appropriate, our RSE lessons facilitate the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child’s needs

**Use of Visitors**

When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex Education. This would complement the ongoing lessons being delivered by the class teacher.

**Children with SEND**

Teaching and learning will be differentiated as appropriate to address the needs of children for whom the core curriculum may not be appropriate. These children will have full access to the content of RSE, but at a level which is appropriate for their stage of development. This will be discussed with parents prior to the delivery of lessons.

**Child Protection/Confidentiality**

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection nature. Should this happen, the staff member will inform the Headteacher/Designated Safeguarding Lead immediately in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.