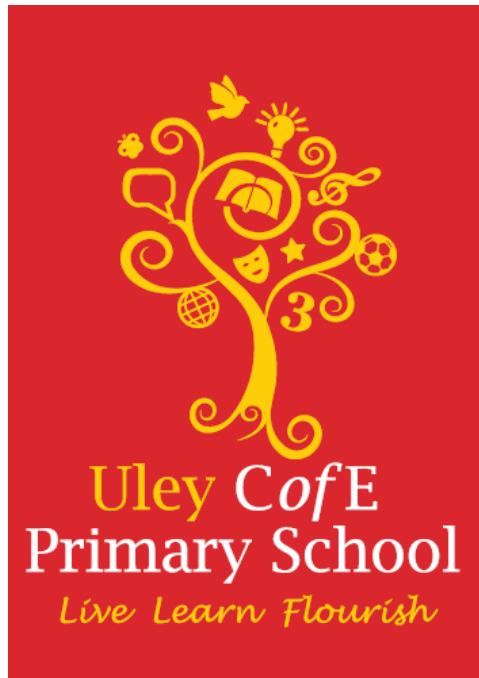


ULEY C OF E PRIMARY SCHOOL






RELATIONSHIP AND SEX EDUCATION POLICY

Ethos Statement







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating an **inclusive, caring, Christian** environment,
- creating **happy, stimulating** and **exciting** opportunities for learning,
- developing **positive** relationships based on **respect** of self and others,
- supporting a **creative** approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

BEHAVIOUR ETHOS

Wisdom

Reflect on our mistakes and learn from them
Make appropriate choices
Have the courage to be the best you can be

Friendship

Do as you would be done by
Encourage, support and be proud of each other
Smile and be thankful

Compassion

Be tolerant; embrace difference and diversity
Say sorry, show you're sorry
Show forgiveness and generosity

Trust

Be honest and just
Believe in yourself – you can do it!
Persevere on your journey, seek helps from others

Relationship and Sex Education Policy – Implemented 2018

Defining Relationship and Sex Education (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (Statutory Department for Education Guidance for RSE (2000))

The Aims of Sex Education

Based on the above definition the aims of RSE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this school RSE has three main elements, all of which are important for a balanced RSE programme:

- Developing positive attitudes and values
- Gaining knowledge and understanding
- Extending personal and social skills.

At Uley C of E Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. The objectives which cover the three main elements of the RSE programme include:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

Moral dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Relationship and Sex Education in the context of the National Curriculum:

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Citizenship contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the Statutory Department for Education Guidance for RSE (2000)

At primary school level Relationship and Sex Education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

National Curriculum Science

Key Stage 1

- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including human, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 Reinforces KS1

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle – describe the changes as humans develop to old age.

The school recognises that RSE must be taught at both Key Stages and not left until Year 6. Whenever RSE appears in the school's PSHE/Citizenship programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding sex and relationships. Uley C of E Primary School will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

The delivery of RSE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work.

Mrs Mandeville and Miss Walker are jointly responsible for the overall co-ordination and monitoring of RSE within the school's curriculum. All staff have received RSE training within school.

Methods of teaching and resourcing

In the delivery of RSE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation.
- Sharing picture books
- DVD's
- Anonymous question boxes

Teachers will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including videos and books. Parents are welcome to view and discuss these materials with teachers before the programme of study is taught. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into RSE.

As a school we use the recommended Gloucestershire County Council Relationship and Sex Education (RSE) resource pack to support the teaching of the subject.

In some situations (when teaching more gender specific issues) boys and girls will be taught separately for part of the time to encourage free questioning.

Monitoring and evaluating RSE

As stated above Mrs Mandeville and Miss Walker are joint co-ordinators for Relationships and Sex Education. It is the co-ordinators responsibility to:

- a) Ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE/Citizenship;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the schools programme

The co-ordinator will be given time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for all body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

Parental right to withdrawal from RSE

Parents have the right to withdraw their child from all or parts of the RSE program of study (excluding withdrawal from learning about reproduction and human development which is part of the statutory curriculum for Science) and do so by expressing their wishes to the class or head teacher. Parents may be invited for a follow up meeting to discuss any concerns they may have.

Policy review

The school's governing body forms the RSE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

- staff;
- governors
- parents

The school will do this by forming focus groups that will look at the policy and its effectiveness. Any questions formed from the focus group will also support the review of the policy before the final copy is made available on the school website.