



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

RSE Policy
September 16

Rationale

“Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of 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.” (DFE July 2015)

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and can be frightening.

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

Aims

There are three main elements to our RSE programme:

- Knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Cobham 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 of Relationship and Sex Education are:

- Enabling our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teaching our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- Providing a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

RSE in the National Curriculum

The legal requirements are that Cobham Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders. ***Parents do not have the right to withdraw their children from these aspects of the Science curriculum.***

The Whole School Approach to Relationships and Sex Education

Cobham Primary School's approach to RSE is most effective when:

- It is addressed by the whole school community - staff, parents/carers, pupils, governors and the wider community
- It is consistent with the school's values and ethos and developed by members of the school community
- Pupils' needs and views are taken into account
- Staff have access to appropriate CPD and support

RSE and Science

Year R

- Have a developing awareness of their own needs and be sensitive to those of others.
- Understand that they can expect others to treat their needs with respect.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Find out about events in their own lives, in those of their families and other people they know.

Year 1

- Learn how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend.
- Know that emotions vary in intensity from mild to very powerful.
- Know that sometimes we have to share people and things.
- Know how we make changes in our lives and cope with them.
- To extend their understanding of their own and others' healthy lifestyles.

Year 2

- To experience how supportive it feels to belong to and be valued by a group.
- To develop an understanding that our behaviour influences the feelings and behaviour of other people.
- To use knowledge and skills to make informed and responsible personal choices.
- Understand that people have to make hard choices that affect others.

Year 3

- To be introduced to some basic skills of assertiveness.
- Become more responsible for their healthy lifestyle.
- Know that more than one feeling can be experienced at a time.
- To consider some ways in which change is positive, developmental and necessary.
- To understand that people make their own choices.
- To develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings.
- To be introduced to the correct terminology for their public and private bodily areas.

Year 4

- To be able to resist pressure and influence.
- To know some of the changes in their bodies as they approach puberty and how to deal with them.
- Know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it.
- Develop strategies to recognise feelings in others and to help others overcome negative feelings.

- Use problem- solving skills to generate solutions, decide on a course of action, implement it, and review it.

Year 5

- Explore friendship choices.
- To revise knowledge of some of the changes in their bodies as they approach puberty and how to deal with them.
- To explore the meaning of puberty and the emotional and physical changes that occur during this time in their lives
- To explore the affect these changes during puberty have on their emotional and social well-being
- To be able to assess risks and make appropriate, safe decisions.
- Explore the idea that negative feelings about change do not last for ever.
- To learn about every human’s basic rights and the differences between needs, wants and rights.
- To be aware of the greater need for personal hygiene.

Year 6

- Know that there are both internal and external body changes during puberty.
- Know that each person is made from an egg from a woman and a sperm from a man.
- Know how it feels to hold a minority opinion, feel confident in standing up for your beliefs.
- To explore the importance of taking responsibility for action and behaviour.
- Develop strategies for managing their feelings.
- Learn a number of strategies for dealing with embarrassment.
- Develop strategies that enable them to manage change more effectively.

PARENTS

Parents and carers are the key people in teaching their children about RSE and helping them to cope with the physical and emotional aspects of growing up.

You are the main contributors to your children’s development of values and attitudes. We aim to build on the learning that takes place at home.

We understand some parents find it difficult to talk with their children about sex and relationships and may need support in how to do this.

- Teach your children that we don’t keep secrets from one another, but we can keep surprises.
- Surprises are things that people will all find out soon, like birthday presents, or Christmas presents, a new baby coming or a special dinner. Surprises can be fun and make you feel happy and excited.
- Secrets are things that people tell you that you can never ever tell. Secrets can make you feel yucky or sad or frightened. Some people may even say that something bad will happen if you ever tell the secret.

RSE in the Personal, Social and Health Education (PSHE) Curriculum

Whilst our Scheme of Work covers the science elements of RSE, the main content of RSE is delivered through PSHE lessons, using the ‘Living and Growing’ resources produced by Channel 4. This resource promotes relationships and sex education as a developmental process beginning in the early years at an

appropriate level and progressing through childhood and adolescence into adulthood.

RSE will not be delivered in isolation but included in all curriculum areas when the subject arises. We believe that we should take the relevance and age of the children involved into account when designing our curriculum and lessons. The children will therefore be taught in year groups with boys and girls together for all lessons. The DVD resources from Channel 4, 'Living and Growing - Alternative' and 'Living and Growing' are used in our lessons.

The School's Approach to RSE

RSE in school must offer a safe learning environment, which supports the participation of all pupils. Establishing 'ground rules' with each class will help both pupils and teachers to have a clear understanding of personal boundaries.

It is essential to include a rule that no personal questions are asked of or comments made about pupils or staff. This helps to prevent unintended disclosures about personal experience. The classroom is not a confidential environment; the teacher is unable to maintain this if a safeguarding disclosure is made. But teachers should ensure that pupils are aware of whom they can go if they need to discuss a personal matter.

Withdrawal from Lessons

Section 405 of the Education Act (1996) gives parents/carers the right to withdraw their children from all or part of the relationships and sex education provided at school, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for Science 2014.

Those parents/carers wishing to exercise this right are invited to see the Headteacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Each academic year parents will be informed when their child will be involved in RSE by a letter and permission slip, which needs to be returned before the child can become involved in the sessions.

Once a child has been withdrawn they cannot take part in the RSE programme for the remainder of that academic year.

Evaluation

Evaluation of RSE provision and related CPD needs to be an on-going process. Internal evaluation should include:

- The views of staff in a pastoral role and working one to one with pupils including health professionals such as school nurses and learning mentors. (Pupils may have sought one to one help prompted by an RSE lesson and such staff can help to establish if RSE is meeting pupils' needs). Relevant information can be fed back anonymously to protect confidentiality to enable further development of policy and meet curriculum needs.
- Consultation with children and young people including surveys and the school council.
- Feedback from parents and carers.

The Role of Senior Management

School-level leadership will be demonstrated through:

- Investing in training and CPD for teachers
- Including information about RSE in school communications, e.g. newsletter and web-site
- Exchanging good practice by inviting visitors and promoting networking between schools
- Having an open door to parents, staff and pupils who want to discuss RSE provision

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns to the designated Safeguarding Lead (DSL).