



# Eton Porny C. of E. First School Policy Document

## RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Category:</b> Non-Statutory	<b>Approved by Headteacher:</b> <i>K E Russell</i>
<b>For Review By:</b> FGB	
<b>Review Schedule:</b> As required	<b>Overviewed by LGB:</b> <i>Maggie Waller</i> <b>July 2017</b>
<b>Next Review Date:</b> As required	

*We are all created unique and special.  
He made us all perfect having our own uniqueness.  
1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts.  
Use them well to serve one another."*

### Relationships and Sex Education Policy

This policy should be read in conjunction with following documents:  
Eton Porny Child Protection and Safeguarding Policy.

#### Introduction

Informed by the Christian foundation of the school and the fundamental value of relationships within the Trinity, Eton Porny First School believes that effective relationships and sex education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. RSE at Eton Porny is firmly rooted within the framework for PSHE and other areas of the National Curriculum in addition to being taught using the CWP RSE Curriculum. The objective of Relationships and sex education is to help and support young people through their physical, personal, emotional and moral development. Through our RSE Curriculum young people will learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

#### Morals and Values

Relationships and sex education will reflect the values of our Church school ethos. RSE will be taught in the context of relationships with an understanding of prejudice and its negative effects. In addition RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.

#### Aims

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of stable loving relationships for the bringing up of children, though at all times taking care to ensure that there is no stigmatisation of children based on their home circumstances;
- To enable pupils to express how they feel;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood, enabling our pupils to have the relevant information to make well informed decisions appropriate to their age and emotional maturity;
- To ensure that pupils are aware of the rights that they have over their body;
- To inform pupils about how to seek help and advice if they need to.

#### Three main elements of RSE

Attitudes and values:

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering 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;
- 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;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding of physical development:

- Learning and understanding physical development at appropriate stages;
- Using a building backwards process children will be taught appropriate to their age group but will be developing their learning bit by bit up until Key Stage 3.

### **Equal opportunities**

Our RSE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

Our RSE programme responds to the needs of individual pupils and takes pupils cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given additional RSE support by SEN staff and advice is sought for pupils with English as their second language of their emotional and personal wellbeing.

### **Content of the school's RSE programme**

The content of our school's programme is based on National curriculum Science, the non-statutory guidance for PSHE and the CSW Resources relationships and sex Education Curriculum.

At primary school level Relationships 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;
- Are prepared for puberty before they experience the onset of changes;

### **National Curriculum Science – children should be taught:**

At Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce off spring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

At Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

In the Foundation Stage children are taught RSE through the prime areas of learning.

### **Organisation of RSE**

The foundation team is responsible for co-ordinating RSE and will endeavour to ensure the training needs of the staff are met. The programme has been agreed in consultation with governors, parents/carers and teaching staff.

Relationships and sex education is delivered through science, RE, PSHE, literacy activities, circle and reflection times.

Relationships and sex education is taught by class teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

### **Parents**

Parents are kept informed about the developments in our curriculum and this includes relationships and sex education.

Parents have the right to withdraw their children, by written request, from any relationships and sex education that is not part of the National Curriculum. Withdrawal from RSE should only be done after careful consideration and discussion with the school regarding the specifics of the topics covered.

Parents can request a copy of this policy from the school office and are encouraged to discuss concerns with us at anytime.

**Governors**

The governing body has been involved in developing, monitoring and reviewing this policy. The governing body and the Headteacher have taken steps to ensure that sex education is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life. (Education Act 1986, section 46, quoted in Annex A, Circular 5/94, Education Act 1993: Sex Education in Schools)

**Monitoring the Policy**

The following sources of evidence will be used in monitoring and evaluating the policy:

- Lesson observations, discussion with coordinator, sampling pupils' work,
- Feedback from pupils, feedback from parents, feedback from staff,
- Regular review and discussion