

Torre Church of England Academy Relationship and Sex Education (RSE) Policy

At Torre Church of England Academy we recognise the importance of Relationship and Sex Education as part of the SMSC curriculum, underpinned by children feeling safe and happy at school. This policy has been written after extensive research by the school and consultation with staff, parents, local authority and governors. This policy is available for parents to view, as are any resources that have been approved to support our curriculum.

Context

This policy is based on Christian teachings of love, forgiveness and reconciliation and, spiritual awareness. We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst teaching this area of our curriculum we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children and we will ensure that there is no stigmatization of children based on their home/ personal circumstances. Children are encouraged to celebrate and discuss the diverse nature of the family they come from.

What is Relationship and Sex Education

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. We aim to embed Relationship and Sex Education within the SMSC curriculum to ensure that our curriculum has a balance between:

- knowledge and understanding
- feelings, attitudes and values
- personal beliefs and social skill development

Our curriculum:

Early Years:

- Relationships education as part of the EYFS Personal, Social and Emotional Development (PSED) curriculum. There is a focus on friendship, building self esteem and naming feelings. Children will also explore the members of their family.
- Knowing the biological names of parts of the body, linked to our safeguarding policy. Children will also be taught about secrets, and the importance of being able to tell a trusted adult anything they want to.

Key stage one:

- Relationships education as part of our SMSC/ SEAL curriculum. There is a focus on understanding and naming feelings, thinking about how rules for living can help us in a community, building on self-esteem, identifying and respecting diversity, and that family and friends should care for each other. Importantly, children will learn to recognise unsafe and risky situations and how to ask for help. There will be an emphasis on the public and private parts of their body and what to do if someone does or says something that they don't feel comfortable with.
- How animals, including humans, reproduce and produce offspring that grow into adults. Children will also explore looking after a pet.
- Compare and recognise main external parts of humans
- Recognise similarities and differences between themselves and others
- Unit 1 from *All about us: Living and Growing Alternative* DVD. This unit introduces children to the following concepts at an age appropriate level:
 - Naming body parts outside of clothes.
 - Explores emotions and differences between peoples appearance.
 - What individuals are good at and, what they like and dislike.
 - Birth myths like the stork and gooseberry bush which leads in to being made by mum and dad.
 - Explores where we get our looks from.
 - Looks at a pregnancy scan and a newborn baby.
 - Life cycle of various animals.
 - Introduces children to what babies are able to do as they grow.

Lower Key stage two

- Relationships education as part of our SMSC/ SEAL curriculum. There is a focus on taking responsibility for actions, recognising worth as individuals, thinking about family relationships, and how their actions can impact on others. Children will begin to learn about and challenge gender stereotypes.
- Personal hygiene with a focus on how to keep ourselves clean and healthy, and personal space and privacy.
- Life processes common to humans and other animals include nutrition, movement, growth and reproduction
- Changes programme (*All about us: Living and Growing Alternative* DVD). This unit builds on the key stage one unit, at an age appropriate level.
 - Reflections on how children of a similar age have changed as they have got older.
 - Children of various ages are seen in swimwear.
 - Human reproduction organs are labelled on cartoon images.

Upper Key Stage Two

- Relationships education as part of our SMSC/ SEAL curriculum. There is a focus on thinking about their opinions and explaining their views on issues that affect them and society, making responsible choices, exploring consequences for behaviour, reflecting on social, moral and cultural issues, reflecting on different types of relationships, and exploring differences and similarities between people based on culture, ethnicity, race, religious diversity, gender and disability.

Year 5

- Girl talk and Boy talk programmes (from All about us: Living and Growing Alternative DVD) so children can learn about the changes their bodies are going through.
 - Girl talk is led by a girl of about 15 and includes how the younger girls feel about boys.
 - Boys talk is led by a doctor and includes how the younger boys feel about girls.

Year 6

- Know about the main stages of the human life cycle -sperm, egg, and embryo
- To recap work from previous years on changes using programme 4, 5 and 6 of the All about us: Living and Growing Alternative DVD.
- To learn how babies are made and how babies are born using Programme 7 and 8 from the All about us: Living and Growing Alternative DVD.
 - Introduces relationships with a strong focus on love.
 - Cartoon of sexual intercourse with no genitalia obvious.
 - Lots of different family images of people touching and how this is very different from an adult sexual relationship.
 - A biological view of how a foetus grows and how it is born.
 - See a birth as it happens.
- Children in year 6 will have the opportunity to ask questions in single sex discussion groups towards the end of the unit. This will include the opportunity to think about different methods of conception.

If teaching staff notice that a child seems more physically mature than is usual for their age, a member of the teaching staff will talk to parents about the appropriateness of delivering some of the materials earlier than this policy states for that child.

Resources:

All about us: Living and Growing Alternative DVD

Unit 1

Programme 1: Differences - Key stage 1

Programme 2: How Did I get Here? - Key Stage 1

Programme 3: Growing up - Key Stage 1

Unit 2

Programme 4: Changes - Lower Key Stage 2

Programme 5: Girl talk - Year 5

Programme 6: Boy talk - Year 5

Unit 3

Programme 7: How Babies are Made - Year 6

Programme 8: How Babies are Born - Year 6

Worksheets: From the Living and Growing pack that support our curriculum.

Notes on how to deal with issues that will not be taught, but may be raised during year 6 discussion groups

Sexuality: All responses to children's questions about straight, gay and lesbian relationships should be dealt with factually and only relate to the emotional side of the relationship rather than the mechanics of the physical side of the relationship (with the exception of the biological aspect of reproduction).

It is recognised that some children have gender confusion. This will be addressed if the need arises with support from outside agencies and with full consultation with parents.

Sexual Partners: All discussions relating to sexual intercourse need to be set within the context of a loving, committed and long-term relationship. There will be emphasis on the sanctity of marriage within the Christian faith, underpinned by the virtues of chastity and fidelity (although it is not age appropriate to make these virtues explicit).

Teaching Strategies: At the start of each unit teachers will establish ground rules, use distancing techniques when answering questions and use the information in the above section to help to deal with unexpected questions. During the single sex discussion in year 6, staff may wish to draw on personal experience if they feel it is appropriate and encourages the ethos of love, inclusivity and diversity. It will be acceptable if they choose to make a considered and relevant disclosure in this environment.

Who will be responsible for providing Sex and Relationship Education?

Relationship and Sex education will be taught by class teachers with the support of the school nurse and SMSC lead. Children in year 6 will have the opportunity towards the end of the topic to ask questions in a single sex discussion group. This will be provided by the year 6 teacher and another adult. If suitable, these discussions will be lead by a member of the teaching staff who is the same gender as the discussion group, although we place a higher importance on staff confidence and relationship with the children.

Parents will be notified before their children start a RSE unit of work.

The Role of Parents and Carers

The school is very aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with parents and carers through mutual understanding, trust and cooperation.

Therefore we aim to:

- Inform parents and carers about the school's RSE policy and practice.
- Answer questions that parents and carers may have about the sex education of their child.
- Take seriously any issues that parents or carers raise about this policy or the arrangement for RSE in school.

Parents have the right to withdraw their child from any Relationship and Sex Education that takes place outside the national curriculum objectives for science. If a parent wishes their child to be withdrawn from RSE lessons they should discuss this with the head teacher.

Inclusion: No child will be omitted from SRE on the grounds of gender, race, disability or special needs.

Monitoring: The SRE curriculum and resources will be monitored and evaluated by the teaching team, the SMSC lead teacher and the senior management team.

Review: This policy will be reviewed in accordance with the schools review procedure of all policies.