



Westgarth Primary School

Relationships and Sex Education Policy

Introduction

"The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood." (Sex and Relationships Education Guidance, DfES, 2000)

Relationships and Sex Education (RSE) supports the child as they grow and mature. It works alongside the PSHE and Citizenship, Anti-Bullying, Child Protection and Science policies, as well as those areas which support spiritual and cultural development, and the Healthy Schools initiative.

RSE makes a significant contribution to the development of the personal skills needed by children if they are to establish and maintain relationships; it also enables children to make responsible and informed decisions about their health and well-being.

Teachers use the Lucinda and Godfrey scheme across the whole age-range.

Aims

To guide children as they develop relationships with people around them.

To help children understand how they change as they grow.

To help children develop a healthier lifestyle.

To support children to develop respect for themselves and others, understanding that we are all different.

To help children take responsibility for their own actions.

To enable children to make informed choices.

To prepare children for adolescence and ultimately adulthood.

Content of the Scheme

Teaching is based around the story of 2 characters who live next door to each other and share their experiences of growing up.

There are 6 books, the first one starting in Foundation and the last in Y5/6.

Each book is accompanied by 4 lesson plans and resources.

Having 2 characters with names that are not common, gives children and teachers the opportunity to depersonalise questions.

Book 1: We are all different (Foundation)

Begins the children's journey through school; it looks at the highs and lows of starting school as well as dealing with unexpected challenges

Book 2: Exploring friendship and trust (Year 1)

The children have now moved to Y1 and are still friends; Lucinda loves school but Godfrey is not so sure as he has something which worries him - he needs a friend to help him sort his troubles out.

Book 3: Keeping clean (Year 2)

This book deals with personal hygiene by introducing the smell monster who hasn't got any friends; his experience helps to convince Lucinda that it is important to keep clean.

Book 4: Feelings and choice (Year 3)

Lucinda tells her mum that she is worried about having to kiss relatives when they give her gifts on her birthday; this leads to mum telling her that you do not need to be kissed or touched (as in accepting unwanted cuddles) if you do not want to.

Book 5: Keeping safe and peer pressure (Year 4)

The children are led astray by a boy who tempts them out after school without them telling their parents; the police are called when they are late and the sight of the police car tempts them to lie about what has happened; the story ends with them receiving a loving telling off.

Book 6: Puberty

The final book explores menstruation for girls and changes caused by the onset of puberty such as mood-swings; this is explored in Y5 and revisited in Y6.

Organisation

Though RSE should not be delivered in isolation but be firmly embedded in PSHE and Citizenship, the main part of the scheme is taught in the second half of the summer term.

Children will be taught in mixed gender groups, the exception being at the upper end of the school where certain topics might be more suitably covered in single sex groups; suitably qualified and experienced visitors such as the School Nursing Service or PSHE coordinator may be invited in to support teaching.

The delivery of the materials requires extensive speaking and listening; children need to become sensitive communicators so that all participants feel safe and relaxed.

Teachers need to develop ground rules to ensure that: children can overcome embarrassment, not feel anxious or threatened, inappropriate behaviour is reduced and personal information is not disclosed.

These ground rules should be drawn up with the children so that they understand their importance, keeping them positive and supportive.

The School Nurse Service may also be invited to offer confidential drop-in sessions to Y6 children as part of our secondary transition programme.

Withdrawal

Parents and carers have the right to withdraw their child from all or part of the RSE curriculum except those parts included in the statutory National Curriculum.

Confidentiality

As a general rule, a child's confidentiality is maintained by the class teacher or member of staff concerned; however, if he/she believes the child to be at risk of harm, any issues will be passed on to the Safeguarding Team.

Controversial and sensitive issues

RSE issues are taught without bias; topics are presented using a variety of views and beliefs so that children are able to form their own opinions but also respect that others may have different views.

Dealing with questions

Questions should be answered according to the age and maturity of the children concerned.

Questions do not have to be answered directly; they can and should be addressed individually later as the need arises and the teacher needs to use their discretion on this matter.

If ground rules have been effectively set up, then children should feel comfortable asking questions on sensitive matters.

Sexual identity and orientation

RSE should meet the needs of all children regardless of their developing sexuality.

Staff should be ready to answer questions honestly and sensitively about sexual orientation; issues regarding prejudice (for example homophobia) need to be dealt with strongly, yet sensitively.

Personalised Learning

Staff need to be aware that differentiation is just as important here as in any other area of the curriculum; some children will find certain concepts more difficult to understand and need extra support or guidance.

Monitoring and Evaluation

PSHE and Citizenship is monitored by the coordinator; tailored planning and subsequent evaluation by teachers for their particular year-group, will be submitted to the coordinator.

Governors have been instrumental in drawing up this policy and will monitor its implementation.

Date: January 2019

Review 2021