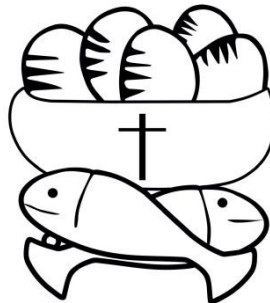


St Eugene de Mazenod Catholic Primary School

Relationships and Sex Education Policy

2018-19



God created man in his own image, in the image of God he created him; male and female he created them. And God blessed them, and said to them, "Be fruitful and multiply...." Genesis 1: 26-28

There is a statutory duty under the Education Act 1996 to have a Relationships and Sex Education policy.

St Eugene's Primary School is a Catholic community where children are taught to view and respect each other as individuals made in the image and likeness of God, with an immeasurable dignity. All teaching of Relationships and Sex Education ("RSE") at our school reflects the teachings of the Catholic Church and is rooted in family life, in its widest sense. It promotes respect for the human person, and focuses on children being able to form loving and lifelong relationships.

Definition of RSE

RSE is about enabling children to make and maintain healthy relationships with others, to understand issues around gender and to feel good about themselves and the choices they make. It also covers learning about growing up, changes and reproduction.

Aims and Objectives

RSE education at our school aims to:

- Provide information which is relevant and appropriate to the age and maturity of the children.
- Develop children's knowledge and understanding of healthy and positive relationships.
- Develop children's knowledge of human physical development, issues around gender and reproduction.
- Provide a forum for children to discuss their own questions and ideas within a safe environment. This includes offering opportunities for children to clarify issues, obtain correct information and reach balanced views.
- Support children in developing positive self-esteem and resilience.
- Help children to understand issues around equality as part of British values.

In addition it aims to develop positive:

- Attitudes and values through the discussion of moral considerations and dilemmas, promoting the value of family life, marriage, stable and loving relationships and the value of respect, love and care.
- Personal and social skills by improving communication skills, developing children's ability to manage their emotions, providing opportunities to develop self-respect and empathy for others, and considering how to make healthy and safe choices and understand the consequences of those choices.

The teaching of RSE

The above objectives are achieved through a whole-school approach, this includes:

- Involving parents and carers. Parents will be informed of the content of RSE lessons.
- Giving staff appropriate training and support.
- Ensuring that pupils' views are listened to (pupils will be asked what they think about the RSE teaching programme).
- Ensuring that everything takes place within an equal opportunities framework that reflects British values.

As part of RSE, children are taught about the nature and importance of marriage for family life and bringing up children. Therefore, pupils learn the significance of marriage and the value of stable, loving relationships as key building blocks of community and society. We are mindful that this model of family life may not be the experience of all of our children, therefore, care is taken that there is no stigmatisation of children based on their home circumstances.

Organisation

RSE is taught as part of the Personal, Social and Health Education (“PSHE”) curriculum. Whilst we carry out the main RSE teaching in our RSE scheme “Growing up with Yasmine and Tom”, we also teach some RSE through the statutory science curriculum. RSE is taught from Year 1 to Year 6 at a level appropriate to the needs and maturity of the pupils. We also ensure that the same messages about being safe on line are taught through RSE as in computing lessons.

The specific teaching of RSE

As described above, RSE is taught following the “Growing up with Yasmine and Tom” scheme and through science. In these lessons we teach not only about the physical changes in the body as the children get older, but also about the child’s social and emotional development. We teach children to understand and describe their feelings and views, how to stay safe, recognise and respect similarities and differences between people, develop positive attitudes and choices regarding health and well-being, managing different relationships between friends and family. (See Appendix 1 for framework of lessons delivered through the “Growing up with Yasmine and Tom” scheme.)

In science lessons, which are statutory, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school’s teaching, we follow the guidance material in the national scheme of work for science (see Appendix 2). In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the parts of the body using scientific language. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Teaching strategies

The following teaching strategies are used in RSE lessons:

- Presenting facts in an objective, balanced and sensitive manner, set within a clear moral framework, which emphasises the importance of relationships.
- Generating an atmosphere where questions about gender and reproduction can be asked and answered simply and truthfully and without embarrassment.
- Developing meaningful discussions about feelings and relationships and avoid an overly reproductive focus.
- Identifying the different needs and learning styles of boys and girls and provide work and discussions in single sex groups whenever appropriate.
- Teachers always set ground rules before teaching RSE, e.g. no one will have to answer a personal question, no one will be forced to join in a discussion, no one will be laughed at, only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way, no personal questions to the teacher and no personal information will be shared.
- As part of this teachers may choose to use ‘distancing techniques’, whereby pupils are helped to be able to broach more personal subjects by considering them from the view of a ‘third party’. E.g. by discussing case studies, problem pages.
- Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head of School and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

- Providing a questions box, so that some questions can be asked anonymously, so that important issues aren't missed through a child's embarrassment.
- Children know that they can talk to an appropriate adult if they have an anxiety or 'burning question', knowing that their question will be treated privately.
- The resources used in the "Growing up with Yasmine and Tom" programme have been carefully designed. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We use the characters Yasmine and Tom along with role plays to de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- At the end of each session a time for reflection is included.

As with all teaching at our school, planned activities are differentiated to the intellectual and emotional needs of all individual children including those with special educational and physical needs.

The role of other members of the community

RSE will usually be delivered by the class teacher but we encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education, e.g. the school nurse.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will draw their concerns to the attention of the Head of School, the Designated Child Protection Officer, who will then follow the school's Child Protection Procedures.

The role of parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE for their child.
- Parents and carers are informed by letter about the content of our programme of RSE and when it is to take place. They are invited to discuss any issues/questions they may have with the Head of School and look at the resources that the school uses.

Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school, apart from the elements of RSE that are in the statutory science curriculum (see statutory guidance on the following page). If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Head of School, and make it clear which aspects of the programme they do not wish their child to participate in.

Statutory guidance from the National Curriculum (what we are required to teach)	
Key Stage 1	Key Stage 2
<p><u>Year 1</u> <u>Animals, including humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Year 2</u> <u>Animals, including humans</u> Notice that animals, including humans, 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.</p>	<p><u>Year 3</u> No content linked to RSE</p> <p><u>Year 4</u> No content linked to RSE</p> <p><u>Year 5 and Year 6</u> <u>Living things and their habitats</u> Describe the life process of reproduction in some plants and animals.</p> <p><u>Animals, including humans</u> Describe the changes as humans develop to old age.</p>
Non-statutory guidance (other things the National Curriculum recommends but does not require us to teach)	
<p><i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p> <p><i>The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow.</i></p>	<p><i>Pupils should find out about different types of reproduction, including sexual reproduction in animals.</i></p> <p><i>They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</i></p> <p><i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p> <p><i>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i></p>

Growing up with Yasmine and Tom programme

St Eugene's is using an interactive programme called ***Growing up with Yasmine and Tom***. All of the materials follow the two main characters, Yasmine and Tom and the characters grow up at the same time as the children, getting older as the programme progresses. Each year, materials will follow the same six themes: **My Body, Life Cycles, Keeping Safe, Feelings, Relationships** and **Gender Stereotypes**.

What do we teach in each year group?

Year 1									
Ground rules and working agreement Meet Yasmine and Tom.	My Body Lesson1 External body parts e.g. hands, feet	My Body Lesson 2 Internal body parts e.g. heart, lungs, bones Keeping clean	Keeping Safe: In the house What is safe? What is unsafe?	Keeping Safe: Out and about What is safe /unsafe?	Keeping Safe: People who can help me. Who do I talk to if I have a worry?	Feelings What clues tell us how someone is feeling? Expressions, happy, sad, cross	Feelings What to do if we feel sad Who cheers us up?	Relationships What is a family? Different types of family	Relationship What makes a good friend?

Year 2									
Intro, ground rules and working agreement Meet Yasmine and Tom.	Life Cycles Different ages	Life Cycles Looking after babies	Keeping Safe: In the house. Out and about	Keeping Safe People who can help me	Feelings: Different emotions	Feelings What to do if we feel sad	Relationships Different families What is a family?	Relationships Friends What makes a good friend? How to be a friend	Gender Stereotypes Similar and different Toys for boys / girls

Year 3									
Intro: ground rules and meet Yasmine and Tom.	Life Cycles Growing up and getting older	Life Cycles Me, myself and I What I like about myself	Keeping Safe : Personal space	Keeping Safe Identifying risk Ways I can keep myself safe	Keeping Safe : People who can help me	Feelings Expressing our feelings What happens to our bodies when we feel different emotions?	Feelings Managing our feelings What to do when we feel sad/angry	Relationships What makes a good friend? Honesty, kindness, respect Why is it important?	Relationships Getting on with your family Things I like about my family

Year 4									
Intro: ground rules and working agreement. Meet Yasmine and Tom.	Life Cycles Growing up and getting older (What changes? e.g. taller, stronger, wrinkles)	Life Cycles Me, myself and I What's great about me? My goals	Keeping Safe Personal space	Keeping Safe Identifying risks People who can help me	Feelings Expressing our feelings Using words and talking	Feelings Managing our feelings What to do when we feel sad/angry/scared?	Relationships What makes a good friend? Why is it important?	Relationships Getting on with your family Why is it important? How can I help?	Gender Stereotypes Jobs we do Mothers and Fathers

Year 5									
Intro: ground rules and working agreement. Meet Yasmine and Tom.	My Body Male sexual body parts (from LKS2)	My Body Female sexual body parts (from LKS2)	My Body Keeping my body clean (from LKS2)	Keeping Safe Assertiveness, saying "No"	Keeping Good and bad touch	Keeping Safe People who can help me e.g. parents, Childline	Relationships Trust Peer pressure	Gender Stereotypes Jobs we do Mothers and Fathers	My Body Puberty

Year 6									
My Body Puberty	My Body Puberty and Periods	My Body Puberty and wet dreams	Feelings How easy is it to talk about...difficult conversations, how to make talking easier	Feelings Talking to people about how I feel	Gender Stereotypes Sexual orientation	Gender Stereotypes Discrimination and equal opportunities	Health and Safety (Hygiene, healthy life choices)	Circle Time Life cycles: Sexual intercourse (pregnancy)	Peer pressure / choosing a friend/choosing a boyfriend/girlfriend Happy/healthy relationships

