



THE MEADOWS PRIMARY SCHOOL **RSE - RELATIONSHIPS AND SEX EDUCATION**

The Meadows Primary School aims to provide a programme of relationships education in line with the Personal, Social and Health Education (PSHE) and science schemes of work. The Meadows has taken into account government guidance and advice from The Children and Social Work Act 2017.

Relationships education is set within a broader base of self-esteem and responsibility for the consequences of one's actions in line with government guidelines. RSE is lifelong learning about emotions, relationships and health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Moral and Values Framework

The relationships and sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- respect for self;
- respect for others;
- responsibility for their own actions;
- recognising the impact of their own actions on their families, friends, school and wider community.

The Curriculum for RSE will:

- provide information which is easy to understand and both relevant and appropriate to the age and maturity of the pupils;
- include the development of communication and social skills;
- encourage the exploration and clarification of values, attitudes and any misunderstandings, including stereotypes;
- support children's developing identity.

The curriculum content will follow the framework set out in this policy.

Our aims are:

- to provide accurate information and increase understanding of relationships;
- to dispel myths and correct misunderstandings;



- to explore a range of attitudes and values, and to encourage children to develop their own informed opinions;
- to increase children's self-esteem;
- to develop a sense of mutual respect and care for others;
- to develop a range of life skills: communication, risk assessment; decision making, assertiveness, conflict management, seeking help and advice etc.;
- to encourage children to recognise the value of stable, loving, caring relationships;
- to develop a suitable vocabulary for use when discussing body parts and relationships appropriate to the child's level of maturity and understanding;
- to prepare young people for the physical and emotional changes of puberty;
- to work in partnership with parents to maximise learning and understanding;
- to ensure equal opportunity of provision for all.

Teachers will evaluate the delivery of the RSE curriculum in order to inform their future planning.

Working with Parents

While the school is aware of its legal requirements, it remains sensitive to the wishes of parents and the beliefs of the local community.

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

- inform parents about the school's Relationships and Sex Education policy and practice;
- answer any questions that parents may have about the relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for relationships education in the school; encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibility for their actions. Parents of all our children are also offered the chance to discuss the content of the lessons prior to them being taught. *Parents have the right to withdraw their children from*



any RSE education which is not in the National Curriculum for Science. In the event of a parent not wishing their child to take part in these lessons, arrangements will be made for the child to work elsewhere in the school.

Confidentiality

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she/he will talk to the headteacher who will take the appropriate safeguarding action.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. Our school believes that individual teachers must use their skill and discretion in these situations and refer to the headteacher if they are concerned.

Delivery of curriculum

- as themes;
- through planned aspects of science;
- through the PSHE curriculum;
- addressed occasionally in assembly time;
- through planned visits from health professionals.

FS/KS1 Curriculum

By the end of KS1 all children will have given opportunities to learn:

- that different animals including humans, move, feed, grow, use their senses and reproduce;
- about lifecycles;
- names for, recognise and compare external parts of humans and other animals;
- to recognise similarities and differences between themselves and others and treat others sensitively and with respect;
- that family and friends care for each other and aim to develop positive relationships;
- different strategies to stay safe (for example, good/bad secrets);
- that they have choices they can make;
- to value themselves;
- about personal hygiene;
- e-safety.



KS2 Curriculum

Children will revisit FS/KS1 curriculum and learn:

- how the body changes as we grow and approach puberty (including emotional changes, positive self-image);
- how to keep safe and to recognise risk in different situations (e.g. e safety, acceptable physical contact);
- about different types of relationships including marriage, civil partnerships and those between friends and family (including reflecting on trust/love. How different qualities impact on relationships and parental responsibility);
- further skills to be effective in building and maintaining a variety of healthy relationships;
- appropriate management of peer and social media pressure for a positive outcome;
- how to develop positive decision-making strategies;
- appropriate assertiveness and how to make positive choices;
- how and when to ask for help including support networks;
- how to develop strategies to cope with change;
- in more depth about diversity, culture, gender and disability.

During Years 4-6 the following will also be taught:

- menstruation including names of internal reproductive organs;
- puberty;
- human reproduction and parental responsibility.

These additional areas will be taught:

- through planned aspects of science and PSHE;
- using selected DVDs/online educational resources as recommended by health professionals;
- in set discussion time;
- in workshops led by LA-recommended health professionals;
- providing opportunities for pupils to ask questions directly and through listening boxes/ worry boxes.

ORGANISATION OF SCHOOL RELATIONSHIPS AND SEX EDUCATION

RSE will be coordinated by the headteacher in discussion with parents, governors, teaching staff and health professionals.

Adopted/Reviewed	Signature
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May 2008	
May 2013	
May 2015	
June 2017	
April 2020	