



We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

Mousehole Primary School Relationships and Sex Education Policy

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum.

Department for Education guidance states - As part of sex and relationship education, pupils should be taught about the nature and importance of stable relationships for family life and bringing up children. The Government recognises – as in the Home Office, Ministerial Group on the Family consultation document “Supporting Families”- that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society.

Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

The Aims of Relationships and Sex Education

Based on the above definition the aims of RSE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to appreciate the value of human relationships and the wide variety of successful family situations;

- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this school RSE has three main elements, all of which are important for a balanced RSE programme:

Attitudes and values

learning the importance of values and individual conscience and moral considerations;
 learning the value of family life (in many forms) and loving relationships for the nurture of children;
 learning the value of respect, love and care;
 exploring, considering and understanding moral dilemmas; and
 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; and
 learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

learning and understanding physical development at appropriate stages;
 learning to talk about the human body using scientific language at an age appropriate level;
 understanding reproduction, sexual health, emotions and relationships;
 recognise the impact that a variety of media can have on people's attitudes to relationships and sex

Moral dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and will always approach the subject in a sensitive and non-judgemental way. Staff will encourage children to reflect on their own understand of successful relationships and how they may impact on the raising of children.

Content of the school's RSE programme

The content of the school's programme is based on the National Curriculum for Science. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

At primary school level relationship and sex education should contribute to the foundation of PSHE 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;
- recognise the diverse nature of human relationships;
- are prepared for puberty.

In addition the school uses the Christopher Winter Project resources recommended by Cornwall Healthy Schools. These resources recognise that RSE must be taught at an appropriate level in both Key Stages and not left until Year 6. Where ever possible RSE is taught as part of class' project based learning. The contents of these projects are detailed for parents in project over views shared at the beginning of each term. Whenever RSE appears in the school's programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

The delivery of RSE

It is recognised that this is a small school and that the relationships between staff, parents and pupils is often very close. Teachers have at times found it difficult to talk to pupils with regard to personal and sexual relationships. Nevertheless there is a recognition that pupils need to be prepared to face the challenges of growing up. All teachers are responsible for teaching about and modelling good relationships within school.

Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the Science Curriculum. Where specific sex education occurs, which is outside or beyond the National Curriculum, all members of staff are competent to deliver this part of the school's basic curriculum. It is recognised that in this school, teachers are best placed to deliver RSE given their knowledge of the specific needs of their pupils.

Methods of teaching and resources used

Usually RSE content will be delivered to classes as a whole although given the nature of the class structure in the school (two year groups in one class) specific RSE work may be delivered to certain pupils away from the main body of the class where appropriate. In the delivery of RSE teachers will use a variety of teaching methods and resources.

The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation

The teachers will adapt resources and teaching methods to meet the needs of the class they are teaching they will use a variety of resources and will usually fit work around the topic work they delivering. Teachers will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

Monitoring and evaluating RSE

RSE is monitored regularly through a number of whole school monitoring routines:

- Project planning fine tuning and review
- Governing learning forums (specifically the health and well being forum)
- Through Head teacher informal monitoring and, if appropriate, the appraisal process

The purpose of monitoring is to:

- Ensure that RSE occurs in the school's curriculum according to the curriculum for science and in line with this policy;
 - Monitor the use of teaching and learning styles;
 - Monitor the use of teaching materials;
- Monitor the impact on the children and their learning
 - Evaluate the effectiveness of the schools programme

Dealing with sensitive issues

As stated above, it is recognised that in a small school such as this, teachers, parents and pupil have very close relationships, sometimes going over years – particularly where parents were pupils of the school and were taught by current staff. Therefore it is necessary that teachers are clear about their professional approach to this area of the curriculum. As such the governors expect teachers and pupils to follow the protocols set out below in sessions that are based on discussion:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct scientific names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and

- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's Safeguarding policies and procedures.

Parental right to withdrawal from RSE

As stated above parents have the right to withdraw their pupils from RSE that falls outside the National Curriculum. They do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided. This policy will be freely available on the school's website and in hard copy from the school office.

This policy was agreed in January 2018. It is due for review in May 2018 January 2021

Signed byChair of Governors

AndHeadteacher