



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

This policy was approved on 9th February 2021

Signed by *L. Hodgson* Chair of Governors

And *Ch* Headteacher

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide pupils with a good understanding the nature of human relationships;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 will always endeavour to approach the subject of Relationships and Sex Education 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.

RSE has three main elements at Mousehole School, all of which are important for a balanced programme:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- 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;
- learning how to recognize and avoid exploitation and abuse.

Knowledge and understanding - at age appropriate stages

- learning and understanding physical development;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

2. Equal opportunities

Mousehole School is committed to the provision of RSE to all of its pupils. Its programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

3. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Mousehole School we teach RSE as set out in this policy.

4. Definition

RSE is about the physical, emotional, social and moral development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

For much of the RSE content, 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 overviews 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.

For more information about our curriculum, see our curriculum map in *Appendix 1*.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/ carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

It is recognised that this is a small school and that the relationships between staff, parents and pupils can overlap. 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. It is recognised that in this school, teachers are best placed to deliver RSE given their knowledge of the specific needs of their pupils.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Pedagogy and teaching resources

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 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.

More information about the content of what we deliver can be found in appendices 1 and 2

8. Parents' right to withdraw their child

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in *Appendix 3* of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. 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

Pupil's development and understanding in RSE is monitored as part of classroom delivery and internal assessment methods.

This policy will be reviewed by the headteacher & staff every two years. At every review, the policy will be approved by the governing board.

Appendix 1. Curriculum Map

Relationship and Sex Education Curriculum Map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
	<p>Our Lives</p> <ul style="list-style-type: none"> To consider the routines & patterns of a typical day To consider the routines & patterns of a typical day To understand why hygiene is important To recognise that all families are different 	<p>CWP Scheme</p> <p>The Smelly Book - Babette Cole</p> <p>The Boy Who Hated Toothbrushes - Zehra Hicks</p> <p>All Kinds of Families Mary - Ann Hoberman</p> <p>I'll take you to Mrs Cole - Nigel Gray</p>
Year 1	<p>Growing & Caring for Ourselves</p> <ul style="list-style-type: none"> To under basic hygiene principles To introduce the concept of growing and changing To explore different types of family Know who to ask for help from 	<p>CWP Scheme</p> <p>Happy Families - Allan Ahlberg</p> <p>Who's in a family - Robert Skutch</p>
Year 2	<p>Differences:</p> <ul style="list-style-type: none"> To introduce the concept of male & female gender stereotypes To identify and explore differences between males and females and to understand that this is part of the life cycle To begin to understand sexual differences and name body part 	<p>CWP scheme</p> <p>Happy Families – Allan Ahlberg</p> <p>Princess Smartypants - Babette Cole</p> <p>William's Doll - Charlotte Zolotow</p> <p>Amazing Grace - Mary Hoffman</p>
Year 3/4	<p>Valuing Difference & Keeping Safe</p> <ul style="list-style-type: none"> To explore the differences between males & females and name the body parts To consider touch & know that a person has the right to say what they like and dislike To explore different types of families and know who to go to for help. Growing Up To explore the human life cycle To identify some basic facts about puberty To explore how puberty is linked to reproduction <p>Digital Literacy & Citizenship</p> <ul style="list-style-type: none"> Pupils explore what it means to be responsible to & respectful of their offline & online communities as a way to learn how to be good digital citizens Pupils explore the concept that people can connect with one another through the internet. They understand how the ability for people to communicate online can unite a community. 	<p>CWP Scheme</p> <p>Who's in a family? - Robert Skutch</p> <p>Spark Learns to Fly - Judith Foxon</p> <p>Stranger Danger - Anne Fine</p> <p>SWGFL Digital Literacy & Citizenship</p> <p>Hair in funny places - Babette Cole</p> <p>Amazing You - Gail Saltz</p>

Year 5/6	<p data-bbox="363 152 826 181">Puberty, Relationships & Reproduction</p> <ul data-bbox="363 219 962 656" style="list-style-type: none"> <li data-bbox="363 219 962 280">• To explore the emotional and physical changes occurring in puberty <li data-bbox="363 284 962 313">• To understand male & female puberty changes <li data-bbox="363 318 962 378">• To explore the impact of puberty on the body & the importance of hygiene <li data-bbox="363 383 962 412">• To explore ways to get support during puberty <li data-bbox="363 416 962 445">• To consider puberty & reproduction <li data-bbox="363 450 962 510">• Consider physical & emotional behaviour in relationships <li data-bbox="363 515 962 575">• To explore the process of conception & pregnancy <li data-bbox="363 580 962 640">• To explore positive & negative ways of communicating in a relationship <p data-bbox="363 678 703 707">Digital Literacy & Citizenship</p> <ul data-bbox="363 745 994 974" style="list-style-type: none"> <li data-bbox="363 745 994 792">• Learn not to reveal private information to a person they only know online <li data-bbox="363 797 994 857">• Explore how the media can play a powerful role in shaping our ideas about girls & boys <li data-bbox="363 862 994 974">• Pupils learn how photos can be altered digitally. They will consider the creative up sides of photo alteration as well as its power to distort our perceptions of beauty & health 	<p data-bbox="1008 152 1174 181">CWP scheme</p> <p data-bbox="1008 185 1310 215">All About Us – Channel 4</p> <p data-bbox="1008 219 1310 280">SWGFL Digital Literacy & Citizenship</p> <p data-bbox="1008 284 1286 313"><a data-bbox="1008 284 1286 313" href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</p>
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Appendix 2. Pupils should know

By the End Primary School, Pupils should know

Topic	Pupils Should Know
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful Relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults

Online Relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being Safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3. Parent form: withdrawn from sex education within Relationships and Sex Education

To be completed by parents			
Name of Child		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			

To be completed by the school	
Agreed actions following meeting with parent/s	