

**Rationale:**

Children start to learn about relationships, gender and sexuality long before they begin school. As soon as they are born they begin to learn about relationships through the experience of interacting with the significant people in their lives such as parents, siblings, carers, grandparents. Some of these will be positive, some negative. Teachers and families need to support children by being open and honest and not sending mixed messages. Relationships and Sex Education (RSE) will reflect the values of the Personal Social, Health and Economic Education (PSHE) and Citizenship programme and will be taught in the contexts of relationships. In addition RSE will promote self-belief and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Alexander Hosea keeps parents and carers fully informed of the RSE programme within the school, giving them opportunities to discuss content and make decisions about their child's participation.

This policy is underpinned by the School's vision (Roots to Grow- Wings to Fly) and ASPIRE aims:-

- Adaptable
- Self-belief
- Perseverance
- Inclusive
- Respect
- Enquiring

**Aims:**

The following aims complement those for Science in the Primary National Curriculum 2014.

- to develop the skills needed for successful relationships
- to have confidence and self belief to value themselves and others
- to have opportunities to understand and celebrate difference and diversity
- to develop confidence in talking, listening and thinking about feelings and relationships
- to have the confidence and know how to seek help and advice
- to develop self esteem, self awareness and emotional health
- to promote an awareness of the right they have over their own body
- to be able to name parts of the body and describe how their bodies work
- to be prepared for puberty
- to understand the role media plays in forming attitudes
- to have the skills and knowledge to make positive informed choices
- to be able to recognise unsafe situations (including internet situations) and be able to protect themselves and ask for help and advice
- to have the ability to respect the rights of others to hold opinions that differ from their own, as long as these views do not impact on the rights of others
- to have the ability to take responsibility for and accept the consequences of their own actions
- to have the knowledge to reduce the risks to their own health and the health of others

**Guidelines:**

- An agreed programme for introduction of topics is included in appendix 1. This was developed as part of a consultation between parents, teachers, governors and children. As with all areas of the curriculum, teachers will deliver developmentally appropriate material to their class, which means that they may need to adapt the content to match needs within the cohort.
- Content may be delivered in a discrete lesson or combined with other areas such as science or PE.
- Before any year group embarks upon its RSE programme, parents/carers are informed by letter, of their right to withdraw their child from RSE lessons and are given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy upon request.
- All materials will be shared with parents prior to lessons commencing
- Parents/Carers have the right to withdraw their children from all or part of the relationships and sex education provided at school, except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.
- Children whose parents/ carers exact their right to withdraw them from RSE will be temporarily transferred to an alternative class.
- Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.
- Procedures are in place to accommodate teachers who may feel uncomfortable teaching aspects of the curriculum to ensure the quality of delivery is not hindered by personal discomfort.
- RSE may bring about disclosures of safeguarding issues and all staff are conversant with the procedures for reporting their concerns.  
In these cases the school's safeguarding children policy needs to be referred to.
- As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, pupils and parents will be made aware that staff cannot offer unconditional confidentiality. They will be reassured that if confidentiality has to be broken, they will be informed first and supported as appropriate. If a member of staff believes that the child is at risk or in danger, they will talk to the school's designated child protection officer.
- Children will usually be taught together unless teacher judgement can see benefits from splitting into different grouping such as splitting by gender.
- When dealing with questions, staff will make clear by using ground rules, that personal questions directed at a member of staff are not acceptable.
- Individual staff will be allowed to use their professional judgement as to whether to answer questions in front of the whole class or individually.
- All teachers and governors will receive a copy of the policy. Training will be regularly delivered to staff on the policy content. A copy will be provided for parents/carers upon request. A short summary of the policy is included in the school prospectus.

- The PSHE coordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years.
- Resources used will be kept centrally and will take into account the diversity of the community.

### Conclusion

This school believes that a carefully formulated programme for relationship and sex education is crucial if we are to prepare children to learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood. The school will aim to promote an atmosphere that allows questioning, where any questions raised will be answered accurately with sensitivity and related to family life, loving relationships and respect for self and others.

This policy should be read in conjunction with policies on:

- PSHE & Citizenship
- E-safety
- Equal Opportunities
- Safeguarding / Child Protection
- Confidentiality
- Behaviour / Anti-bullying
- Science
- Teaching and Learning

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