



KRISHNA AVANTI

Excellence · Virtue · Devotion

'I will give teachings to all and live by what I teach.'

Lord Chaitanya

Relationships and Sex Education (RSE) Policy

Approved: September 2019

Review Date: September 2022

INTRODUCTION

“Strength lies in differences not in similarities”

Stephen R. Covey

This policy is underpinned by the following UNCRC articles:

Article 24

‘Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.’

Article 34

‘Governments must protect children from all forms of sexual abuse and exploitation.’

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including puberty, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

AIMS

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- Help children to understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations, protect themselves and ask for help and support.

These aims complement those of the science curriculum in Key Stage One and Key Stage Two.

STATUTORY REQUIREMENTS

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Krishna Avanti we teach RSE as set out in this policy. Should you like to see the guidance from the government [please click here](#).

TEACHING AND LEARNING

Our RSE curriculum is embedded within our PSHE curriculum which takes into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online. RSE, as part of PSHE, is taught through a planned programme of work that follows the SCARF programme (Coram Life Education). SCARF brings together PSHE Education (including RSE) and is a whole-school approach to promoting behaviour, safety, achievement and well-being.

Primary sex education will focus on:

- Sexual difference and naming body parts.
- Preparing boys and girls for the changes that adolescence brings.
- Exploring the impact of puberty on the body and the importance of physical hygiene.
- Understanding that menstruation and wet dreams are a normal part of growing up.
- How a baby is conceived and born, considered in the context of relationships.
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons, however we also teach RSE through other subject areas e.g. science, physical education (PE) and religious education (RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage One (Years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.

- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage Two (Years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To describe the life process of reproduction in some plants and animals.
- To describe the changes as humans develop to old age.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Teaching and Learning including delivery of the RSE curriculum

In Key Stage Two we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage Two both boys and girls should know how babies are born; how their bodies change during puberty; and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

MONITORING AND EVALUATION

Assessment of pupil work and progress is ongoing by the class teacher and includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. Evidence of RSE will be in a variety of forms e.g. photographs as well as written work. The very nature of RSE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. We also have a weekly assemblies where children are given the opportunity to share and celebrate pieces of work.

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; through a parent workshop.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

RIGHT TO WITHDRAW

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

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

The science curriculum in all primary schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing and addressed to the Principal.

EQUAL OPPORTUNITIES

All pupils regardless of age, gender, ability or cultural background have equal access to the RSE Curriculum.

Some strategies include:

- differentiated questioning
- differentiated tasks set
- appropriate grouping during discussions, group work, role plays etc...