**ELWORTH CE PRIMARY SCHOOL**

**RSE policy**

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| **Date** | **Review date** | **Coordinator** | **Nominated Governor** |
| **Sept 2019** | **Sept 2021** | **Mrs Sara Roberts** | **Mrs Bev Carron** |

**The Christian belief that human beings are created in the image of God, and that each shares in God’s purpose to bring life and allow creation to flourish, underpins the work and nature of the school, and is endorsed in our mission statement.**

**At Elworth we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.**

**The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development and prepares them for the opportunities, responsibilities and experiences in life.**

**What are we aiming to do?**

Elworth C of E Primary school aims to provide a programme of RSE that follows the national guidance and legal requirements as set down in the DFE RSE Guidance February 2019, within the ethos of a Christian school.

Elworth C of E Primary school aims:

* To adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
* To teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood.
* To equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
* To provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development.
* To ensure that all children:
  + 1. Develop confidence in talking, listening and thinking about feelings and relationships
    2. Develop their self-esteem and sense of responsibility.
    3. Are able to name parts of the body and describe how their bodies work.
    4. Are prepared for puberty
    5. Can protect themselves and ask for help and support.
    6. Are able to express a range of emotions and link these to different experiences.

**How do we achieve these aims?**

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship and Economic Education and (PSHCE) curriculum, and will be delivered through discrete PSHCE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, bullying and online safety. However, there are also links between RSE and science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

We deliver a ‘spiral curriculum’ of RSE, ensuring that content is relevant to the age, experience and maturity of pupils. Through cross phase liaison we ensure a consistency of approach and progression for all pupils.

The attached ‘summary of RSE Coverage’ details the content throughout the school.

RSE is generally delivered by class teachers, although support from outside agencies, such as the school nurse, may be used in Upper Key stage 2. We ensure that the contribution of any outside professionals is integrated into the school’s overall programme and their messages are consistent with the school’s approach and ethos.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions and use a variety of approaches including whole class and small group discussions. We try to ensure an honest and balanced approach in the handling of controversial issues.

**Parental involvement**

We recognise that there is a strong link between school and home and in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of growing up. Therefore, before any RSE lessons all parents will receive a letter, informing them of the intended coverage of the sessions.

Parents will **not be able** to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents **will be able** to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education).

**Confidentiality**

We appreciate that the content of RSE lessons may prompt children to share concerns or problems that are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school’s procedure for handling child protection issues as detailed in the Child Protection Policy.

**Sex and** **Relationships Education Coverage**

These aspects of the SRE Curriculum may be taught during PSHE lessons. They may also be covered during Science lessons.

**Reception/Year 1 and 2**

* Routines and patterns of a typical day
* Differences between living and non-living things.
* Differences between girls and boys, including naming body parts.
* Simple Lifecycles
* How we change as we grow up
* Feelings
* Friendships
* Family and Relationships – Identifying different members of the family and to develop an understanding of different types of families.
* Personal achievements
* Hygiene – self care- why it is important to keep clean.

**Year 3 and 4**

* Health and Wellbeing – personal space and how to protect ourselves.
* Keeping safe- to recognise how and when to ask for help
* Changes as we get older, to include some aspects of puberty
* Changes we can and can’t control
* Making choices – resisting pressure to do something dangerous, unhealthy or that makes us feel uncomfortable or anxious or that they believe to be wrong.
* Feelings
* Friendship
* Family and relationships
* Differences between males and females, in particular roles and stereotypes.
* Lifecycles

**Year 5 and 6**

* Changes, to include puberty and personal hygiene.
* To recognise what constitutes as a positive healthy relationship and to develop the skills to form them- what is needed for a successful relationship, love and marriage- mutual respect, consent, loyalty, trust.
* Physical and emotional changes in puberty.
* **Keeping safe-** online safety –
* how information and date is generated, collected, shared and used online and not to provide material to others that they would not wanted shared further
* What to do and where to get support to report material or manage issues online.
* The impact of viewing harmful content