

Relationship and Sex Education Policy

Rationale:

In accordance with the Catholic philosophy of our school the children will not be taught about sexual intercourse.

The school however acknowledges the following in its delivery of RSE (Relationship and Sex Education):

- Children from an early age gain a large amount of information about RSE from the television and their friends
- Many children initially feel worried in talking about what they know in case they get into trouble
- Many children do not have the correct vocabulary to talk about their bodies and only know slang words
- Girls and boys tend to want to be taught RSE in single gender groups
- Boys prefer an adult male to be present in delivery of RSE
- A number of girls start menstruation early – before Y5 – and periods and dealing with them are the main concern talked about by girls in RSE
- Many parents do not feel confident to talk to their children about puberty

In accordance with the teachings of the Catholic Church the children will be taught about the importance of commitment in relationships and the Church's belief in marriage as the basis of family life.

Aims

For pupils:

- To develop understanding of their physical and emotional development
- To recognise the physical and emotional changes that are happening during puberty
- To be made aware of the importance of commitment in relationships
- To be self-confident in a range of new situations, such as seeking new friends
- To recognise their own self-worth and identify positive things about themselves

Organisation:

Class 1

In Class 1 (YR) RSE is covered in the following ways:

- Circle time, talking about own experiences and feelings
- RE work, relating to right way to behave/act, and specifically in 'People who help us' and 'People who care for us' units
- Use of stories/traditional tales to help them explore relationships/feelings
- Feelings Work
- Science work which helps them to begin to understand about their bodies and how to keep them clean and healthy
- Life Cycles work
- Use of Life Education Centre materials – 'All About Me' big book and 'Hold on Harold' big book
- SEAL (Social, Emotional Aspects of Learning) lessons

Class 2

In Class 2 (Y1) RSE is covered in the following ways:

- Circle time, talking about own experiences and feelings – use of 'Harold and friends' puppets to help children in exploring these ideas
- RE work, relating to right way to behave/act, and how family and friends should care for each other – in particular 'Families and Celebrations' unit
- Use of stories/traditional tales to help them explore relationships/feelings
- Feelings Work 'Happy and Sad Balloons'
- PSHE unit on 'My Body is Special and it belongs to me'
- Use of Life Education Centre materials – 'What Could Harold Do?' big book – related to making the right choices
- SEAL (Social, Emotional Aspects of Learning) lessons

Class 3

In Class 3 (Y2) RSE is covered in the following ways:

- Circle time, talking about own experiences and feelings – use of 'Harold and friends' puppets to help children in exploring these ideas
- RE work, relating to right way to behave/act, and how family and friends should care for each other – particularly in 'Special Celebrations' and 'Our Church' units
- Use of stories/traditional tales to help them explore relationships/feelings
- Feelings Work
- PSHE Unit on 'My Body is Special and it belongs to me'
- Science Unit, including Life Cycles
- Use of Life Education Centre materials – 'Harold's Picnic' big book – related to making the right choices
- SEAL (Social, Emotional Aspects of Learning) lessons

Class 4

In Class 4 (Y3) RSE is covered in the following ways:

- Circle time, talking about what is right and wrong, own experiences – use of 'Harold and friends' puppets to help children in exploring these ideas
- RE work, relating to right way to behave/act, explaining choices and consequences of these, etc.
- Making responsible choices that keep them healthy – use of stories/Literacy work
- Feelings Work
- Share Life Education Centre big books and incorporate ideas into SEAL (Social Emotional Aspects of Learning) work and Circle Time

Class 5

In Class 5 (Y4) RSE is covered in the following ways:

- Circle time, talking about what is right and wrong, own experiences – use of 'Harold and friends' puppets to help children in exploring these ideas
- RE work, relating to right way to behave/act, explaining choices and consequences of these, etc.
- Making responsible choices that keep them healthy – use of stories/Literacy work
- Feelings Work
- Share Life Education Centre big books and incorporate ideas into SEAL (Social Emotional Aspects of Learning) work and Circle Time

Class 6

In Class 6 (Y5) SRE is covered in the following ways:

- Circle time, talking about what is right and wrong, own experiences
- RE work, relating to right way to behave/act, explaining choices and consequences of these, etc.
- Making responsible choices that keep them healthy – use of stories/Literacy work
- Feelings Work
- Science work on Life Cycles – including human life cycle
- Share Life Education Centre big books and incorporate ideas into SEAL (Social Emotional Aspects of Learning) work and Circle Time
- Specific sessions delivered to boys and girls separately regarding puberty

Class 7

In Class 7 (Y6) RSE is covered in the following ways:

- Circle time, talking about what is right and wrong, own experiences
- RE work, relating to right way to behave/act, explaining choices and consequences of these, etc.
- Making responsible choices that keep them healthy – use of stories/Literacy work
- Feelings Work
- Share Life Education Centre big books and incorporate ideas into SEAL (Social, Emotional Aspects of Learning) work and Circle Time
- Specific sessions delivered to boys and girls separately regarding puberty
- Specific session delivered to class regarding relationships/commitment

Sanitary Towels

The girls are shown a range of sanitary towels in their Y5 & Y6 talks. They are told where they can dispose of these in school and who they should go to during the school day should they need to be issued with any. They are also told of the arrangement of a 'code' to use if they need to check/request sanitary towels during lesson time and they have a male teacher.

By the end of Key Stage 2 it is expected pupils will be able to:

- Express opinions, for example, about relationships
- Listen to, and support others
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Discuss moral questions
- See things from other people's viewpoints
- Listen to support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it
- Respect other people's viewpoints and beliefs

- Know the need for trust and love in established relationships
- Know when it is appropriate to take a risk and when to say no and seek help
- Know the life processes common to humans and other animals include growth and reproduction
- Know about the main stages of the human life cycle
- Know about the physical changes that take place at puberty, why they happen and how to manage them

Monitoring and Evaluation

The effectiveness of our policy on RSE will be monitored by the SLT throughout the year from feedback from staff, children and parents, including positive comments.

Initial date of policy: October 1996
Policy last reviewed: July 2018

It is the intention to review this policy annually.