



Relationship & Sex Education Policy

King David Primary School

Approved by:

Date of approval: January 2022

Date of review: January 2024

King David Primary School

RSE Policy

Morals and Values Framework

Relationship and Sex education should always be dealt with sensitively, with consideration being given to our Jewish religious belief and cultural values. Children will be encouraged to consider the importance of respect for themselves, as well as the acceptance of and responsibility towards the needs and views of others. Through this, it is intended that Relationship and Sex education will provide children with a forum and atmosphere within which they feel able to discuss their expectations, fears and misunderstandings.

Principles and Aims

King David Primary School is committed to giving all children the opportunity to develop as responsible citizens. We believe that Relationship and Sex education is an integral part of the lifelong process, beginning in early childhood and continuing into adult life.

Teaching children about RSE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis e.g in assemblies and through implementing our behaviour policy.

It is the responsibility of all staff to teach RSE in line with the principles and statements set out in this policy, and in particular, to:

The teaching of Relationship and Sex Education will provide the knowledge about loving relationships and the process of human reproduction by the end of Key Stage 2. It is intended that it will lead to understanding and attitudes which will prepare children to view their relationships in a positive manner. This aspect of the curriculum is an important part of a child's preparation for adult life. It is also important because many of the children will begin their pubertal changes before the end of Key Stage 2. It is helpful, therefore, that children learn about the changes and stages their bodies will go through from an early age and look at the effects this may have on their emotions and relationships. Children often require reassurance that these changes, physical, emotional and maturational are normal and acceptable.

We aim to:

- Develop positive values, a moral framework and self esteem that will guide their decisions, judgements and behaviour.
- Encourage exploration of thoughts, feelings and actions through personal relationships and the development of communication and decision making skills
- Help children understand that they are responsible for their body in all respects: health, hygiene and personal safety.
- Enable children to make and keep relationships, and to understand the value of positive relationships.

- Prepare children to cope with the physical and emotional changes of growing up and provide information which aims to educate against prejudice and stereotyping.
- Provide pupils with the language and confidence to experience meaningful discussions about relationships and feelings.
- Ensure that RSE is inclusive of all pupils and cultures. It will be based on the knowledge of, and sensitivity toward the individual as well as group need, of the pupils (i.e. of maturity, SEN etc)
- Contribute to pupil's emotional health and well being and, in particular to children's ability to protect themselves and to understand their rights as human beings.
- Help keep pupils safe from unwanted attention, to ensure that pupils know whom they can go to for help, and to provide them with the skills to ask for help.
- Stress the value of marriage and family life in a Jewish context whilst exercising sensitivity to diversity and to the range of a variety of family make up within the school.

Skills

Children and young people want to learn and practise personal and social skills which will help them to develop and maintain relationships.

These life skills include:

Personal skills: managing emotions and relationships confidently and effectively and developing empathy for others; developing independence in thought and action and defending values.

Communications skills: listening to other, asking questions, expressing emotions, giving opinions, being assertive.

Negotiating skills: with friends' partners and adults.

Practical skills: caring for self and others, accessing support and advice.

Decision making skills: sensible choices made in the light of relevant information, making moral judgements about what to do and acting on those judgements in particular situations, acting responsibly as an individual and with others.

Organisation

RSE is normally delivered by class teachers alongside the school nurse (if applicable), in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitable experienced and /or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Visitors are:

- invited because of a particular expertise
- are familiar and understand the school's RSE policy and work within it.
- are supervised/supported by a member of staff at all times

Working with Parents

King David is aware that the prime responsibility for this area of the curriculum lies with parents, and it is hoped that we will complement and support this role. We will always therefore have regard to parents' views about content and presentation of the programme. Teachers are available, by appointment, to discuss specific issues and lesson content with parents.

At King David, we want parents to feel involved. Letters are written to Parents and carers in Key Stage 2 informing them that RSE sessions are taking place.

Parents Rights of Withdrawal

Significant aspects of Relationship and Sex education remain part of the National Curriculum for Science. These must be taught to all pupils and Parents cannot withdraw pupils from these lessons. Parents have the right to withdraw their children from all or part of the Sex Education programme, except for those required by the National Curriculum for Science. If they decide to do so, the Head teacher must receive prior notification in writing. Any children withdrawn will be accommodated in another class for that session.

Content and Curriculum (Progression and Continuity)

Foundation Stage

At the Foundation Stage PSHE is a major focus and covers aspects of respect for one another, care of animals and the environment as well as cooperation and sharing.

Children will learn about:

1. Significant people in their lives/their roles
2. Feeling happy and sad
3. Friendships
4. Loss and mourning (e.g. a person or a pet)
5. Keeping safe, dangers that can happen
6. Saying no – encouraging assertiveness
7. Their body and other people's similarities and differences
8. Growth cycles, plants, humans and animals
9. Getting older, how we know if things are alive, dead, young or old.

Key Stage One

As part of the PSHE curriculum, children are taught to understand the importance of Torah and Jewish values in the context and importance of Jewish family life. It is taught by the Class teacher and Jewish Studies teacher.

Pupils are taught RSE as part of the statutory National Curriculum for Science outlined below:

- That animals, including humans, move, feed, grow, use their sense and reproduce.

- To name the main external parts of the human body; to understand the concept of male and female (at a very basic level) that there are differences in body parts related to male and female.
- That humans grow from babies into children and then into adults and that adults can produce babies.
- To recognise the similarities and difference between themselves and other pupils.
- To treat living things and the environment with care and sensitivity.

Year One

Pupils should:

- Be aware that their feelings and actions have an impact on others and vice versa.
- Understand the reasons for sharing and turn taking.
- Understand and practice the skills of being a good communicator.
- Begin to develop the skills of negotiation and co- operation.
- Be able to describe what a friend is and does.
- Consider strategies for making and keeping friends.
- Know and understand why families are special.
- Identify and describe people that are special to them.
- Know that humans and animal produce young that grow into adults.
- Value their own body and recognize its capabilities and uniqueness.
- Consider that ways they have changed physically since they were born.

Year Two

- Know that friendship patterns change and how to cope.
- Be able to identify emotional needs which contribute to general well being.
- Know some ways to deal with different emotions and with whom to share them.

Key Stage Two

Children will learn to name and recognise feelings and use them confidently to guide their thoughts and actions and help them to become effective communicators, able to form friendships, asks questions and listen to the views of others.

Pupils are taught RSE as part of the statutory National Curriculum for Science outlined below:

There are life processes common to all animals. The main stages of the human life cycles (i.e. birth, growth, adulthood, old age, death).

The following RSE objectives are taken from the PSHE scheme of work and are delivered by the class teacher, Jewish Studies teacher and school nurse (if applicable).

Year Three

- Understand that people's responses will be affected by age, religion and culture

- Consider the ways we are affected by people who are special to us.
- Be able to listen to their friends, support them and manage friendship problems
- Consider the personal qualities of friends and family.
- Recognise the main external parts of the bodies of humans including names of sexual parts
- Understand the physical differences between males and females.

Year Four

- Be able to communicate emotions with a growing vocabulary.
- Understand the way their emotions affect interactions with others.
- Be able to identify physical and emotional risks and consider their reaction.
- Consider the emotions when separated from a special person.
- Consider changes that take place in their lives and those of others.

Year Five

- Know and understand the physical changes that take place at puberty, why they happen and how to manage them.
- Be able to effectively communicate a range of emotions with a widening network of supportive people.
- Recognise emotions in other people and consider appropriate responses.
- Understand more about different changes that take place in human life (e.g. parenthood, family change) and recognise the emotions associated with these changes.
- Consider ways of developing friendships and maintaining old ones during times of change.
- Understand that physical change happens at different rates for different people.
- Learn the importance of personal hygiene as children develop into young adults.

Year Six

- Know and understand the physical changes that take place at puberty, why they happen and how to manage them.
- Be able to recognise their changing emotions with friends and family and be able to express feelings and concerns positively.
- Consider the need for trust and love in marriage and established relationships.
- Begin to value personality and character over looks and possessions
- Develop strategies for working together to resolve conflicts
- Identify special people and how these networks and relationships have changed over time
- Resisting peer and media pressure
- Ensure that all teaching encompasses Torah values and emotions.

Pupils are encouraged to ask for help and support, express their feelings and manage the emotional and physical changes during puberty.

Value of Family Life:

The area of study, predominantly covered in Key Stage 2 will include:

- The importance and value of loving relationships for the nurture of children.
- The importance of parenthood for child development and the fulfilment of emotional as well as physical needs.
- The importance and value of marriage within family life.
- Managing different family circumstances, divorce, separation, domestic problems, and single and multi parents' families.
- Relationships and responsibilities, roles in the home, legal responsibilities of parents and children.
- Images of the family and marriage in the media.
- Stress Torah values in family life.

Equal Opportunities Statement

The School is committed to the provision of RSE to all of its pupils. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational needs are given extra support from SEN staff.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named safeguarding officer who may confer with the Head Teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Safeguarding

The School has a separate Safeguarding policy. Effective RSE may bring about disclosures of child protection issues and staff are aware of the procedure for reporting their concerns.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. Questions of a sexual nature will not be answered in school and will be directed to parents to answer at their own discretion. The school believes that teachers can use their discretion in these areas and should refer to the safeguarding officer if they are concerned.

Inclusion

This policy is committed to ensuring that everyone has an equal opportunity to succeed (differentiated curriculum). No member of the school should suffer or be disadvantaged by direct of

indirect discrimination. The curriculum will therefore be adapted to meet the needs of children who may have emotional or physical difficulties or special educational needs.

Success Criteria

- Children will be able to make and keep relationships and to understand the value of positive relationships.
- Children will be prepared for the emotional and physical changes ahead of them.
- Children will understand the value of marriage and family life in a Jewish context.
- Children will have respect for all and not be a party to prejudice and stereotyping.

This policy has been agreed by the governing body of King David Primary School on

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and supersedes all previous policies relating to this area.

Signed (Chair of Governor)