



Raughton Head C of E Primary School  
Raughton Head, Carlisle, CA5 7DD  
Head teacher Mrs A Dickinson

# Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

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'your relationships with one another, have the same mind set as Christ Jesus.'  
Philippians 2:5

## Philosophy

All schools are expected to have a Sex and Relationships Policy.

At Raughton Head C.E. we believe that we should develop children physically, emotionally and spiritually by providing them with knowledge about themselves and their bodies in preparation for dealing with relationships in their lives.

## **Aims for Sex Education**

- To develop a caring and considerate attitude towards themselves, each other and society.
- To develop our pupils' confidence so that they form and maintain meaningful relationships.
- To enable our pupils to make informed and healthy choices about their lives.
- To understand their bodies, how they work and the reproductive processes that take place at puberty, using correct vocabulary for body parts alongside their own terminology.

## **Organisation**

- Miss K Kavanagh is the co-ordinator for RSE & Health.
- Class teachers will teach Sex and Relationships Education as part of the science curriculum.
- Some lessons will be discrete whilst others will form a part of the Science Curriculum or our PSHE Programme Jigsaw.

## Content

### **It has three main elements:**

#### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making.

#### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively;

- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognize and avoid exploitation and abuse.

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.

### **Y5 /Y6 Discrete Programme**

In Y5/Y6 the pupils will follow a discrete programme of work about the physical, emotional and social changes at puberty. They will:

- look at the different rates of development and learn the appropriate language to discuss this;
- continue to learn about puberty and consider girl and boy issues;
- learn about sexual reproduction, exploring myths and misconceptions;
- consider media influence, parental responsibility and the importance of contraception to avoid S.T.I.'s.

### **Teaching and Learning Styles**

#### **Good Practice**

It is essential that children develop confidence in talking, listening and thinking about sex and relationships.

The following teaching strategies will be used to help this:

- Ground rules will be established with pupils
  - These should include:
    1. No directed questions of a personal nature to another person
    2. The use of appropriate language (correct terminology)
- The use of 'distancing techniques'
  - eg:
    1. Use of role play
    2. Letters to an agony aunt
- Active learning situations and the use of individual, paired and group work
- The use of Circle Time structure
- A clear Agenda set
- Objectives shared with pupils
- Children asked about what they already know and what they want to know

#### **Answering Questions**

Clear parameters are established of what is appropriate and inappropriate in a whole class setting. A set of ground rules will reduce the amount of unexpected questions.

If a question is too personal the teacher will remind the pupils of the ground rules. If the pupil needs further support they should be referred to an appropriate person eg the school nurse.

If the teacher doesn't know an answer to a question this must be acknowledged and the question researched later.

If the question is too explicit, too old for the pupils, inappropriate for the whole class or raises concerns, the teacher should acknowledge it and attend to it later on an individual basis.

If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

A suggestion box will be available for pupils to suggest areas or a question which they wish to discuss.

## **Special Considerations**

### **Use of Visitors**

Visitors should complement the provision within school.

The teacher will remain present at all times.

The school nurse will work closely with class teachers in Y5 and Y6.

### **Child Protection**

If a teacher is concerned that a pupil is at risk of sexual abuse they should follow the school's child protection procedures.

The school has two designated teachers:

**Mrs A Dickinson (Headteacher) & Mrs K Kavanagh**

**(In the absence of either teacher, Mr G Jones – Head of Cummersdale Primary School will act on our behalf)**

## **Dealing with Sensitive Issues**

Staff should be supportive and non-judgmental.

Pupils should know that teachers cannot offer unconditional confidentiality.

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually before the end of the school day. The teacher should follow the school's confidentiality policy.

If a teacher is directly approached by a pupil who is sexually active, this should be viewed as a child protection issue and procedures followed.

## **Parental Involvement**

The school will endeavour to work in partnership with parents, consulting them regularly on the content of the sex education programme, which will complement and support their role as parents.

## **Right to Withdraw**

Relationships education is compulsory in all primary schools. Sex education beyond the science National Curriculum is not and therefore parents have a right to withdraw their children from this should they wish. Before any sex education is taught parents will be consulted.

## **Monitoring Sex and Relationships**

- The programme will be monitored by the RSE co-ordinator/Headteacher and the Governors.
- The programme will be reviewed annually and the subject matter reviewed to match the needs of the pupils.
- Progression is at all times considered.
- INSET will be provided to increase teachers' awareness and provide support as appropriate.

## **Evaluating the Programme**

The programme will be evaluated annually to check that aims are being met and there is evidence of pupil development.

Pupils will be asked for their evaluations to inform the curriculum.

This policy will be reviewed every 2 years or in the light of new legislation. Staff and Governors will be consulted and informed of any changes.

**Sex Education**

**Year A**

Week	Piece and Puzzle Map Location
1	Having a baby (Ages 8-9)
2	Girls and puberty (Ages 8-9) and Puberty for girls (Ages 9-10)
3	Puberty for boys (Ages 9-10)
4	Puberty (Ages 10-11)
5	Conception (Ages 9-10)
6	Babies: Conception to Birth (10-11)

**Year B**

Week	Piece and Puzzle Map Location
1	Unique Me (Ages 8-9)
2	My Self Image (Ages 10-11)
3	Boyfriend and Girlfriends (Ages 10-11)
4	Accepting Change (Ages 8-9)
5	Looking Ahead (Ages 8-9)

**Year C**

Week	Piece and Puzzle Map Location
1	Self and Body Image (Ages 9-10)
2	Circles of Change (Ages 8-9)
3	Real self and ideal self (Ages 10-11)
4	Looking Ahead 1 (Ages 9-10)
5	Looking Ahead 2 (Ages 9-10)
6	The Year ahead (10-11)

**Monitoring and Review**

This policy is a working policy and will be subject to regular review in practice. The school will review the process to ensure that it continues to work effectively.

Written by: Jon Stokes

Date: 23/11/19

Approved by: Full Governing Body Committee

Date: 05/12/19

Reviewed by: Alison Dickinson

Date: February 2024

Next review: February 2026

Signed..... Date .....

Chair of Full Governing Body Committee

