



LLOYD WILLIAMSON  
SCHOOLS

## Aims

The following aims compliment those of the Science curriculum in KS1 and KS2.

- To have the confidence and self esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

## Objectives

As part of RSE, pupils will be taught about the nature and importance of committed relationships for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to 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/carers.

## Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

For example: Family and Relationships:

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Reception: Family Networks

Y1: Family

Y2: Everybody Needs Caring For

Y3: Family Differences

Y4: Changing Relationships

Y5: Building Good Relationships

Y6: Being a Good Parent (See appendix A for further details).

We also teach RSE through other subject areas (eg Science, PE and R.E.), 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 R.E. children reflect on family relationships, different family groups and friendship.

Since SRE 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. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## Science Curriculum

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

In Key Stage 1 children learn:

Reception: Family Networks

Y1: Family

Y2: Everybody Needs Caring For

Y3: Family Differences

Y4: Changing Relationships

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Y5: Building Good Relationships

Y6: Being a Good Parent (See appendix A for further details).

We also teach RSE through other subject areas (eg Science, PE and R.E.), 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 R.E. 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.

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## Science Curriculum

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

In Key Stage 1 children learn:

## Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

## Pupils' Questions

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Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

## Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

## Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

## Confidentiality

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Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection following the school's procedures. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

## Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

## Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

## Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed Lucy Meyer.

## Dissemination

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

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## Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- Science policy
- P.E.
- R.E.
- P.S.H.E. and Citizenship

## RSE Year 1

Myself and others: Recognise similarities and differences between themselves and their peers.

Body Parts: Recognise and name, using the proper terminology, parts of the body and what those parts do.

Family: To have identified their special people and be able to describe what makes them special.

Friendships: Demonstrate some skills needed to make and maintain friendships.

Choices: Recognise that some choices will be wrong and other choices will be right.

## RSE Year 2

Boys & Girls: Understand and respect differences and similarities between boys and girls.

Male and Female: Describe some differences between male and female animals. Understand that making a new life needs a male and a female.

Naming body parts: Describe the differences between males and females and to name body parts.

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Everybody Needs Caring For: Identify ways to show care towards each other. Understand that we all have different needs and need different types of care.

Looking after the body: Describe and carry out basic hygiene. Know what to take responsibility for and when to ask for help.

## RSE Year 3

Self Esteem: To see oneself as special, to recognise strengths, abilities and personal characteristics.

Challenging Gender Stereotypes: Recognise and challenge gender stereotypes. Understand that males and females can do (as well as enjoy) the same tasks and things.

Males and Females: Identify and name male and female body parts using agreed words.

Family differences: Recognise that families can be different and to challenge stereotypes about families.

Decision Making: Recognise that choices require decisions.

Safety: To demonstrate basic techniques to resist pressure. To know who they can go to for support and help.

## RSE Year 4

Growing and Changing: Understand the human life cycle and how the body changes.

Body Changes and Reproduction: Identify some basic facts about puberty, reproduction and pregnancy.

What Is Puberty?: Learn about the physical changes associated with puberty. Know that each person experiences puberty differently.

Feeling, Thinking and Doing: Learn strategies to deal with feelings in the context of relationships.

Assertiveness: Practise being assertive in different situations/ scenarios.

Your Questions Answered: To answer questions about puberty and growing up with confidence and seek help when needed.

## RSE Year 5

Talking About Puberty: Explain the main physical and emotional changes that happen during puberty:

Becoming Men and Women: Recognise and challenge gender stereotypes particularly from the media.

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Puberty and Hygiene: Explore the impact of puberty on the body and the importance of physical hygiene. Explore ways to get support during puberty.

Menstruation: Explain and ask questions about menstruation.

Building Good Relationships: Explain the similarities and differences between friendships and intimate relationships including marriage.

## RSE Year 6

Puberty and Reproduction: Explore the emotional and physical changes that occur during puberty.

Relationships and Reproduction: Consider reproduction in the context of relationships. Explain how babies are made.

Conception and pregnancy: Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.

Being a Parent: Identify some of the skills and qualities needed to be a parent and carer. Understand the variety of ways in which parents and carers meet the needs of babies and children.

HIV/AIDS: Know what is true and false about how someone can become infected with HIV.

Parents and carers have the right to withdraw their children from some or all, RSE lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and then, if necessary, contact Lucy Meyer.

## SECONDARY - CHALKERS RSE

RSE and PSHE for our secondary students is based on open discussions and relevant to the children's own experiences. As an inner city school in a relatively deprived area we need to be aware of the experiences that our children encounter. Both PSHE and RSE are intertwined and not seen as distinct subjects. To this end we specifically discuss...

1. Changes through puberty and adulthood. All genders participate together in these discussions to enable our students to understand the changes and needs that their peers go through.
2. Peer on peer abuse and sexual violence.
3. Talking about feelings – mentoring
4. Social Presentation.

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5. Talking to the opposite sex
6. Honour based violence
7. FGM
8. Different family make-ups. Love is Love.
9. Forced marriage
10. Sexual harassment
11. Safe sex
12. Commitment in relationships

We work closely with the ethos of Stonewall – we believe all children and young people should be proud of who they are, their family and themselves. We consider sexuality an important part of who are children are and strive to eliminate any homophobic comments within our school.

We embed these views in all we do including the literature in the libraries, posters of famous gay celebrities etc

We have student representatives attending Stonewall conferences.

We are planning an Equality and Diversity forum with a local state school.

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