



Mount Charles School

Relationships and Sex Education and Drugs and Alcohol Policy

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the Science National Curriculum.

Defining Relationships and Sex Education (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfE Guidance 0116/2000).

The Aims of Sex Education

Based on the above definition, the aims of RSE in this school are:

- To enable our pupils to better understand the nature of human relationships*
- To enable pupils to see the importance of stable loving relationships for the bringing up of children*

- *To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood*
- *To ensure children receive their rights as detailed in UN Convention on the Rights of the Child of article 17 (right to information), article 24 (right to healthcare) and article 34 (right to be free of sexual exploitation).*

In this school RSE has three main elements, all of which are important for a balanced RSE programme:

Attitudes and values

- *Learning the importance of values and individual conscience and moral considerations*
- *Learning the value of family life and stable and loving relationships for the nurture of children*
- *Learning the value of respect, love and care*
- *Exploring, considering and understanding moral dilemmas; and*
- *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; and*
- *Learning how to recognise 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 the reasons for delaying sexual activity and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy*

Moral Dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

At primary school level relationship and sex education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- *Develop confidence in talking, listening and thinking about feelings and relationships*
- *Are able to name parts of the body and describe how their bodies work*
- *Can protect themselves and ask for help and support; and*
- *Are prepared for puberty*

Content of the schools RSE programme

At Mount Charles School, Relationships and Sex Education is taught through the National Curriculum for Science and is part of the school's wider curriculum for Personal, Social, Health and Economic Education (PSHE). The

programme is tailored to the age, physical and emotional maturity of the pupils. On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender. It will be taught in a variety of ways including through:

The National Curriculum for Science

Christopher Winter Project

Circle time, storybooks, group discussions

Active involvement in projects or curriculum based events – promotion of healthy living

Opportunities may be provided for pupils to interact and listen to visiting speakers and to ask relevant questions

E-Safety lessons run by Child Exploitation and Online Protection (CEOP)

Christopher Winter Project (CWP)

The Christopher Winter Project is part of the PSHE Education recommended by the Local Authority. The project has been working successfully with schools since 1995. It has won Quality Assurance awards, and Ofsted and the Department for Education both support the use of this resource.

The Christopher Winter Project resource has been shown to:

- Improve conversations between teachers, parents/carers and governors*
- Increase teacher confidence*
- Improve the teaching of RSE*
- Enhance teacher/pupil relationships*

Planning

In the Foundation Stage we relate the sex and relationships aspect of the pupil's work to the objectives set out in the Early Learning Goals for Personal, Social and Emotional Development. Objectives are transferred into weekly planning, ensuring coverage and progression.

In key stage one, pupils learn to recognise and appreciate the similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. We teach how animals, including humans, move, feed, grow and reproduce. We teach the main parts of the human body using the correct scientific words as agreed by staff at Mount Charles School during whole staff training (January 2017) (See Appendix 1)

In key stage two, pupils are taught to listen and support others, to respect other people's viewpoints and beliefs. They learn to express their opinions about relationships and bullying. They learn to recognise their own worth, identify positive things about themselves in order to promote their own mental health and the wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. We always teach this with due regard for the emotional development of the children.

We hold an annual introductory parent information session for all parents and carers in key stage one and two where lesson plans, teaching materials and the methods of teaching and learning throughout the programme are viewed and discussed.

The Christopher Winter Project - Relationships and Sex Education - Curriculum Overview

YR: Our Lives

Lesson 1: Our Day

Lesson 2: Keeping Ourselves Clean

Lesson 3: Families

Y1: Growing and Caring For Ourselves

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and Care

Y2: Differences

Lesson 1: Differences: Boys and Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

Y3: Valuing Difference and Keeping Safe

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

Y4: Growing Up

Lesson 1: Growing and Changing

Lesson 2: What is Puberty?

Lesson 3: Puberty Changes and Reproduction

Y5: Puberty

Lesson 1: Talking about Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty and Hygiene

Y6: Puberty, Relationships and Reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Understanding Relationships

Lesson 3: Conception and Pregnancy

Lesson 4: Communication in Relationships

National curriculum in England

These are the statutory programmes of study and attainment targets for science at Key Stages One and Two.

Key stage 1

Year 1 programme of study Living things and their habitats

Pupils should be taught to:

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2 programme of study Living things and their habitats

Pupils should be taught to:

Notice that animals, including humans, have offspring, which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key stage 2

Year 3 programme of study Living things and their habitats

Pupils should be taught to:

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4 programme of study Living things and their habitats

Pupils should be taught to:

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5 programme of study Living things and their habitats

Pupils should be taught to:

Describe the changes as humans develop to old age.

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might observe changes in an animal over a period of time, (for example, by hatching and rearing chicks) comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 programme of study Living things and their habitats

Pupils should be taught to:

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals, including humans.

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

The delivery of RSE

All teachers are responsible for teaching about good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the Science National Curriculum according to the scheme of work. Where specific sex education occurs, which is outside or beyond the National Curriculum Science, all members of staff have been identified as appropriately trained and competent to deliver this part of the school's basic curriculum.

Methods of teaching and resourcing

In the delivery of RSE teachers will use a variety of teaching methods following the Christopher Winter Project. The following are recognised methods for the effective delivery of RSE:

- *Discussion*
- *Drama and role play*
- *Quizzes, case studies, pair and small group work*
- *Research and presentation*
- *Anonymous question box activities*

Teachers will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used. The school uses a wide variety of resources, including DVDs and books. Parents are welcome to view these materials. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into RSE.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- *No one (teacher or pupil) will have to answer a personal question*
- *No one will be forced to take part in a discussion*
- *Only the correct scientific names for body parts will be used*
- *Meanings of words will be explained in a sensible and factual way*
- *Teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent*

Where a member of staff is concerned that a child protection issue is arising it is his / her responsibility to follow the school's policy in this matter to the letter.

Parental right to withdrawal from RSE

Parents have the right to withdraw their pupils from RSE that falls outside the National Curriculum Science. They do so in writing to the Headteacher. When the Headteacher receives such a letter she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided. Parents will be offered the teaching materials if they wish, to use with their child at home. A copy of this policy will be made available to all parents who request it or e-mailed to them if required.

Drug and Alcohol Education

The PSHE and Citizenship programme will support the children's acquisition of drugs education, developed further by the Christopher Winter Project.

The objectives are:

- *To provide opportunities for pupils to acquire knowledge and identify the distinction between authorized (legal) and unauthorized (illegal) drugs.*
- *To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.*
- *To build pupils' decision making skills.*
- *To increase self-esteem.*
- *To engage pupils/carers in the school community and learning process.*
- *To enable pupils and staff to access support if they have concerns about their own or others' drug use.*

Content of Drug Education

In addition to Science, Personal, Social and Health Education (PSHE) and Citizenship provide opportunities for drug education. Pupils are taught within the guidance of the National Curriculum Science programme. This is supported by The Christopher Winter Project – Teaching Drug and Alcohol Education with Confidence in Primary Schools.

The Christopher Winter Project – Drug and Alcohol – Curriculum Overview

Y1: Medicines that Help Us

Lesson 1: Staying healthy

Lesson 2: Medicines

Lesson 3: Who gives us medicines

Y2: Keeping Safe

Lesson 1: Risk

Lesson 2: Hazardous substances

Lesson 3: Safety rules

Y3: Smoking

Lesson 1: Why people smoke

Lesson 2: Physical effects of smoking

Lesson 3: Smoking and society

Y4: Alcohol

Lesson 1: Effects of alcohol

Lesson 2: Alcohol and risk

Lesson 3: Limits to drinking alcohol

Y5: Legal and Illegal Use

Lesson 1: Legal and illegal drugs

Lesson 2: Attitudes to drugs

Lesson 3: Peer pressure

Y6: Preventing Early Use

Lesson 1: Cannabis

Lesson 2: VSA and getting help

Lesson 3: Help, advice and support

Parental Involvement

The school believes that it is important to have the support of parents and the wider community for the teaching of Drugs Education. Parents are/will be given the opportunity to find out about and discuss the schools' programme through:

- Parents are invited to view resource materials at a mutually convenient time to the parent and teacher*
- Information via the website, leaflets/displays*

Methods of Approach

A variety of teaching and learning strategies are used to deliver drugs and alcohol education which take into account pupils' age, development, understanding and needs. Pupils will work in a safe, secure environment to be able to explore their own and others' attitudes, values and skills.

Effective lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- *the development of a trusting relationship between teacher and pupils, enabling the consideration of sensitive issues to take place;*
- *collaborative work;*
- *Circle Time activities;*
- *opportunities for reflection;*
- *challenge within a safe environment;*
- *respect for each genuinely made contribution;*
- *negotiation;*
- *accommodating new information and skills;*
- *building on current experience and understanding to achieve positive ends*

Teaching and Learning can happen effectively through Circle Time, role play and group and class discussions.

Safeguarding

If any disclosures or age-inappropriate remarks/questions/comments occur during lessons or at any other time, staff will follow the school's policy referring to the Designated Safeguarding Lead as soon as possible.

Written: July 2017

Adopted:

Reviewed:

Appendix 1

Agreed Scientific Language

Year group	Suggested language
Reception Our Lives	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad
Year One Growing and Caring for Ourselves	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

Year Two Differences	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina
Year Three Valuing Difference and Keeping Safe	Stereotypes, gender roles, similar, different, male, female. Private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship
Year Four Growing Up	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings
Year Five Puberty	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings
Year Six Puberty, Relationships and Reproduction	Womb, sperm, egg, conception, fertilization, pregnancy, sexual Intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety