



Windmill Values and Vision

<i>'Every day is a new day'</i>	I	<i>Include everyone</i>
<i>'Be there for each other'</i>	G	<i>Guarantee opportunities</i>
<i>'Aim high'</i>	N	<i>Nurture aspirations</i>
<i>'Do your best'</i>	I	<i>Inspire each other</i>
<i>'Don't give up'</i>	T	<i>Try everything</i>
<i>'Believe in yourself'</i>	E	<i>Encourage independence</i>

The main aim of Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. It is hoped that it will help young people to respect themselves and others, and move with confidence from childhood through to adolescence.

Pupils will learn the significance of marriage and stable relationships. Pupils will be given accurate information and help to develop skills to enable them to understand differences and respect themselves and others.

Relationships and Sex Education will contribute to promoting the spiritual, moral cultural, mental and physical development of our pupils. It will prepare pupils for the opportunities, responsibilities and experiences of adult life.

Teachers have a responsibility to ensure the safety and welfare of pupils and we can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Sex Education within our PSHE framework.

Teachers and all those contributing to Relationships and Sex Education are expected to work within the agreed school values (see top of page).

Relationships and Sex Education 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 and 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 consequence of choices made
- managing conflict
- 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.

Content (linking with the National Curriculum)

Science:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity
- that the life processes common to humans and other animals include nutrition growth and reproduction
- about the main stages of the human life cycle

PSHE & Citizenship:

- developing confidence and responsibility and making the most of pupils abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people

Through our Relationships and Sex Education we would expect our children to:

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

Planning for Relationships and Sex Education

When planning for Relationships and Sex Education it will be at the teacher's discretion as to what teaching strategies are used depending on the age and development of the children.

Programme for Relationships and Sex Education

We use the Shropshire 'Respect Yourself' scheme, which integrates with an 'Eat Better, Move More' programme.

Outline of the programme

The Shropshire programme puts the R before the S. We refer to RSE (Relationship and Sex Education); we place the emphasis on relationships, supporting pupils' understanding and skill in developing positive and healthy relationships. Our definition is based on the Ofsted 2002 recommendations "A caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Children and young people want reassurance about how their body image, behaviour, feelings, and relationships. They also need knowledge and skills appropriate to their levels of maturity and developmental need."

The resources address the issues highlighted in the Supplementary Guidance to DfEE 'RSE for 21st century'.

"RSE is "learning about the emotional, social and physical aspects of growing up, relationship, sex, human sexuality and sexual health. We believe the Shropshire programme fulfils the criteria for a comprehensive programme as it "provides accurate information about the body, reproduction, sex and sexual health. It gives children and young people essential skills for building positive, enjoyable, respectful and non -exploitative relationships and staying safe both on and off line".

RSE		
Choices & Challenges	Changes	Care & Commitment
KSI Activities <ul style="list-style-type: none"> • Car wash touching • Caring for pets • People who care for us • Story time • Body outline 	YEAR 1 & 2 L1 Amazing me L2 Same but different L3 Animals and their babies L4 I can do L5 Being safe	YEAR 1 & 2 Hygiene
KS2 Activities <ul style="list-style-type: none"> • Create a character • Conscience alley • Overheard conversations 	YEAR 3 L1 Growing up L2 Changes L3 Fact & fiction	YEAR 3 Friendship
	YEAR 4 L1 Lifecycle L2 Keeping safe L3 Periods	YEAR 4 & 5 L1 Healthy choice challenge
	YEAR 5 L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & birth	L2 What and who helps L3 Celebrating
Respect Yourself: RSE Transition Programme Year 6 and 7		
Home/School partnership Understanding parent concerns Sample letter to parents • Parents leaflet Guidance on running a parents' session Whole school approach OFSTED recommendations Understanding staff concerns • Sample RSE policy Sample governors' statement • Training support		

Further arrangements to the above programme

In upper Key Stage 2 arrangements are made for small groups of single-sexed pupils to have time to explore questions they may have (possibly with the school nurse present). More details on menstruation, sanitary protection, discharge etc are discussed with the girls. Issues such as; erections, wet dreams, voice breaking, circumcision, etc are discussed with the boys. For children who feel reticent about asking a question, they can anonymously put questions into a box and these will then be answered generally.

If children are absent during any of the planned sessions, arrangements are made to enable them to catch up on the sessions. This may mean contacting the parents so they can borrow the videos to view at home with their child or arranging a small group session led by an available member of staff.

All health professionals involved in delivering our programme for the older children are expected to work within the school's Relationships and Sex Education policy. However, if, during consultation with an individual child, they feel it necessary, they do follow their own professional code of conduct.

Teaching Strategies

It is essential that schools help children to develop confidence in talking, listening and thinking about relationships and sex. A number of teaching strategies that will help staff and children are:

- **Ground rules**
 - A set of rules that will help create a safe environment in which teachers or children do not feel embarrassed or anxious about unexpected comments or questions.
- **Distancing techniques**
 - Teachers can avoid embarrassment and protect pupils' privacy by depersonalising discussions. The use of role-play, theatre, videos can be used.
- **Dealing with questions**
 - Teachers should establish clear parameters of what is appropriate and inappropriate in whole class settings. Teachers will need support and training so that they are prepared for the unexpected.
- **Discussion and project learning**
 - Discussion and project learning encourages enjoyable learning by pupils. Active learning is most effective when pupils work in a group. Circle time can be used at appropriate times.
- **Reflection**
 - Reflection is crucial for learning. Teachers can help pupils reflect on learning by using various questioning techniques.

Staff training and support will be provided if required.

The needs of all pupils will be addressed, taking account of their age, ability and level of maturity. Where specific cultural needs are identified we will ensure that, as far as possible, these are met.

Working with Parents

Parents are the key people in teaching their children about sex, relationships and growing up. Therefore, we aim to be complementary and supportive of the parents' role and to have regard to parents' views about its content and presentation.

Having gathered views from the children and considered the responses to the questionnaires completed by parents about Relationships and Sex Education, we shared our planned programme with parents in detail. Parents are able to view the videos and have access to booklets and resources so that they can help to support their child's learning.

Parents can be reassured that teachers have a responsibility to ensure the safety and welfare of all pupils and that the personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex within the PSHE framework. Teachers and all those contributing to Relationships and Sex Education are expected to work within the agreed policy.

Parents may withdraw their child from Sex Education but not from Relationships Education, except for those parts included in the statutory National Curriculum for Science. Such a request must be put in writing to the Headteacher. The DFE have a standard pack of information for parents who withdraw their children from Relationships and Sex Education.

Confidentiality

- Pupils will be encouraged to talk to their parents or carers.
- Pupils will know that teachers can not offer unconditional confidentiality.
- Pupils should be informed of sources of help available.
- Ground rules will be set in Relationships and Sex Education lessons.
- If personal disclosures are made then appropriate school procedures must be followed.
- If a primary aged child who is sexually active or is being sexually abused discloses this information to a teacher, child protection procedures will be followed.
- The Designated Safeguarding Leads will deal with such incidents

Evaluation and monitoring

The Relationships and Sex Education Policy will be regularly reviewed in consultation with parents and Governors. It will also be amended if changes are brought about by a change in legislation.

This policy has been approved by the Governing Body and is reviewed annually.

Mark Gibbons