



Relationships and Sex Education Policy

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Ratified By Governors

Introduction and context of the Policy

We have based our school's Relationships and Sex Education (RSE) Policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document sex education is defined as:

'Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

This document supports legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical emotional maturity of the pupils.

Strong delivery of RSE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).

The exploration of reproduction and sexual behaviour when taught in the later years of school life will build on this foundation of teaching on healthy relationships will have been taught throughout their time at the school.

The RSE programme will be taught, as far as is reasonably practical, in a manner, which encourages due respect for moral considerations and the value of family life and acknowledging the diversity in families. It will be appropriate to the pupils' age and experience and will be presented within a moral Christian framework.

Children need to be able, from a young age, to keep themselves safe and assert rights over their own body, to understand what happens to their body as they grow, to recognise and know how to handle their feelings and emotions and to make decisions about their own behaviour.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others

Development of this policy

This policy has been developed based on the following documents:

- Sex and Relationships Education Guidance (DfEE, 2000)
- Quality Standards for Sex and Relationships Education (Warwickshire LEA 2002)
- Sex and Relationships Education for Primary Age Children (Sex Education Forum Fact Sheet, 2002)
- Every Child Matters

The policy will be communicated to all relevant partner agencies and visitors and included on the school portal for all staff and governors. A copy of the policy is available in the school office and for viewing. This policy is available for OFSTED to evaluate and comment as appropriate.

Our aims

The aims of RSE provided through the school are (in no particular order):

- The centrality of relationships in life, in school with other pupils and teachers, in clubs with friends and organisers, at home with family, at work when they go to work. Just about everything in life involves us being able to get along with, work with and help other people. So learning about relationships is key to children's life journey.
- What 'values' are in relationships and to identify some right values in the way we live, work and play with other people.
- The reality of conflict in all relationships and how to handle it
- The emotional damage in broken relationships
- The importance of forgiveness (and how to forgive) and alongside this the importance of justice and what to do if something is wrong.
- Consideration of moral questions, understanding the consequences of our actions on other people.
- Respect for the views of other people
- Respect for their own and other people's bodies
- The physical development of pupils' bodies as they grow into adults
- The way that humans reproduce
- The emotional and relational changes pupils will experience as they grow into adults
- What pupils should do if they are worried about any sexual matter

Our objectives and desired outcomes

In order to achieve our aims, the objectives of Relationships and Sex Education provided through our school are:

- To provide accurate knowledge and information to which all pupils are entitled;
- To deliver a curriculum which shows an awareness of moral values within a Christian framework.
- To provide children with an appropriate scheme of work in line with the school ethos developing understanding of the relationships in a variety of contexts.
- To help pupils understand their feelings within human sexuality and behaviour, in a way that encourages them to mature, value and have respect for themselves and others;
- To help pupils develop and use communication skills to cope with their physical and emotional changes as they mature through school and into secondary education.
- To develop skills so that pupils will be able to respect and care for their bodies and adopt a healthy and safe lifestyle;
- To be prepared for puberty and adulthood.

The desired outcomes of these objectives will be that:

- Pupils will develop positive values and a moral framework to guide their decisions, judgements and behaviour;
- Pupils will demonstrate confidence in talking, listening and thinking about feelings and relationships;
- As young people, pupils will make responsible and well-informed decisions about their lives;
- As young people, pupils will feel informed and supported through the emotional and physical changes of puberty;
- Pupils' emotional and physical development is supported as appropriate.

Staffing and development

Teachers are provided with up to date training as required to support the delivery of Relationships and Sex Education, thus extending their confidence in this subject area and maintaining up to date knowledge and approaches to teaching this area of the school curriculum.

Any personal attitudes of teachers will not influence their delivery of Relationships and Sex Education within the PSHE Education framework.

Sex and Relationship Education is supported by the PSHE subject leader.

This role involves:

- attending INSET training as feasible and appropriate;
- disseminating any new developments or information to the rest of the staff;
- leading and supporting new initiatives within the school;
- Reviewing and developing the Relationships and Sex Education Policy and long term planning.
- Maintaining resources.

The head teacher has the responsibility of ensuring that both staff and parents are informed about our Relationships and Sex Education Policy, and that it is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle issues with sensitivity and thorough understanding.

Relationship and Sex Education curriculum

The Relationships and Sex Education programme should be an integral part of the wider curriculum with much of the content being delivered in accordance with the National Curriculum for Science and Personal, Social and Health Education (PSHE).

In Years 5 and 6 we place particular emphasis on health education, as many children begin to experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach with due regard for the emotional development of the children (as stated earlier in this policy). The Relationships and Sex Education programme will be developmental and a foundation for further work in the secondary schools our Year 6 pupils will go to.

The full details of our Relationships and Sex Education Curriculum and progression of learning across the key stages are detailed in Appendix 1 for Foundation Stage, Key Stage 1 and Key Stage 2.

Teaching strategies promoted by the school

The way that the Relationships and Sex Education programme is taught is crucial to the pupils' understanding of the subject and the development of appropriate attitudes. We acknowledge that many areas within this subject are delicate and personal in their nature. As a staff we endeavour to treat all our pupils with understanding and respect. Staff will keep to agreed values and not influence teaching by their own personal beliefs and attitudes if they contradict these agreed values.

Relationships and Sex Education is taught and supported by teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. All teaching materials used are appropriate to the age and experience of the pupils. A variety of teaching methods will be needed to deliver the different aspects of the programme. Most lessons will be taught to mixed gender

groups, but single gender groups may be used as deemed appropriate or relevant.

Delivery of the programme will be

- Through planned aspects of the science curriculum
- As part of cross-curricular work
- Through occasional visits from outside agencies, including Health Professionals and partnership community organisations
- Through designated PSHE lessons and Taking Care Project
- Through the use of circle times, story times and classroom based discussions and interactive learning methods.

Ground Rules

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules the school promote include:

- No-one will have to answer a personal question
- No-one will be forced to take part in discussion
- Only the correct names for body parts will be used
- Meaning of words will be explained in a sensible and factual way

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions.

Dealing with questions

The delivery and teaching of appropriate Relationships and Sex Education teaching to prepare pupils for adult life needs to be carefully planned and sensitive to individual needs. It is important to generate an atmosphere in which questions can be asked and answered without embarrassment from children or adults. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Guidelines the school encourages are:

- There will be an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box type approach to support this if felt appropriate as a distancing technique
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.
- It is hoped that pupils will feel at ease to ask questions and voice concerns. Their questions will be answered honestly, but within the child's understanding whenever possible.
- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs and the teacher will have the opportunity to seek additional support if necessary.

The Role of Parents and Partnerships

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's Relationships and Sex Education policy and practice.
- Through class newsletters, inform parents of the content of the Relationships and Sex Education programme, the context within which it is taught, including opportunities to view

the teaching materials being used to teach this aspect of the curriculum.

- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for this aspect of the curriculum in the school.

Choice to withdraw

Parents do have a legal right to withdraw their children from all or any part of the Relationships and Sex Education programme after consultation with the Head teacher as detailed in the parent handbook. It is encouraged that the parents arrange an opportunity to talk with the Head teacher and class teacher to answer specific questions or concerns prior to the parent(s) making this decision. If a parent chooses to withdraw their child from any aspect of this part of the curriculum the school will comply with the wishes of the parents with this regard.

Aspects of human development and sexual reproduction are covered through the science curriculum and are mandatory for all pupils. (Refer to National Curriculum for guidance).

Equality of opportunity

All pupils are entitled to a Relationships and Sex Education curriculum which is relevant to their age group and sensitive to their needs. Every pupil has the right to fully participate in the Relationships and Sex Education programme regardless of race, gender, age or ability. (Refer to the Equal Information and Objectives Statement).

Teachers should be aware that for some children the Relationships and Sex Education programme they receive at school will be the main, and sometimes only, source of sex education.

Special educational needs and learning difficulties.

The school will ensure that pupils with special educational needs or disabilities (SEND) receive Relationships and Sex Education.

Relationships and Sex Education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual and appropriate needs of children with SEN or learning difficulties. The school will take care not to marginalize Relationships and Sex Education. Pupils with SEN will not be withdrawn from PSHE so that they catch up on other National Curriculum subjects.

Specific Issues relating to Puberty and Menstruation

Puberty

Relationships and Sex Education is established within a context of PSHE Education so that as pupils reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes.

Menstruation

The onset of menstruation can be alarming for girls if they are not prepared. As with puberty, the school programme of Relationships and Sex Education will include preparation for menstruation and information for both girls and boys. The school will also make adequate and sensitive preparation to help girls cope with menstruation and with requests for sanitary protection. If a girl begins her periods before menstruation has been discussed as part of the PSHE curriculum for her year group, school will liaise with parents regarding providing appropriate support on an

individual basis.

Confidentiality and handling disclosures

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies. Outside the classroom situation, they can exercise their own professional judgement maintaining the pupil's best interest at all times.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP and advice services.

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the designated safeguarding lead in line with the local authority procedures and our school policy for Child Protection and Safeguarding policy. In her absence this role is designated to the Deputy Head.

Links with other policies

This policy should be read in conjunction with:

- Anti-bullying policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Equality Information and Objectives Statement
- Health and Safety Policy
- Curriculum
- Special Educational Needs and Disabilities Policy

Monitoring and evaluation of the Policy

Monitoring of this policy is the responsibility of the Headteacher, the Governing Body and the PSHE subject leader.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning through:

- Monitoring of teachers' planning
- Lesson observations
- Discussion time and questionnaires to teachers and children
- Discussion and feedback from parents

The effectiveness of the RSE programme will be evaluated at the end of the summer term and adaptations made as necessary.

Appendix 1

Curriculum Framework for Relationship and Sex Education across Foundation Stage, Key Stage 1 and Key Stage 2 including teaching arrangements and resource materials.

We use Cambridgeshire Primary Personal Development Programme scheme of work.

Foundation Stage			
PSED	Taking Care Project Myself and My relationships Citizenship Healthy and Safer Lifestyles		
UW	Parts of the body including specifics for private body parts Role play area- baby clinic/ parents in role play house.		
Years 1 and 2		Years 3 and 4	Years 5 and 6
RSE within Science	<i>Animals including Humans</i> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults 	Currently no links to RSE	<i>Living Things and Their Habitats</i> <ul style="list-style-type: none"> Differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.
Personal, Social and Health Education	<p style="text-align: center;">Taking care project</p> <p style="text-align: center;">Each year group completes a block of age appropriate lessons during the summer term</p> <p style="text-align: center;">Cambridgeshire Primary Personal Development Programme</p> <p style="text-align: center;">Each year group completes age appropriate schemes of work (details on portal)</p> <p style="text-align: center;">Myself and My relationships Citizenship Healthy and Safer Lifestyles</p>		
Specifics	Proper names for body parts	Examine differences between male and female bodies	<p>Year 5 – all</p> <p>Puberty and personal hygiene Comparing body from baby through to adulthood How bodies for both girls and boys change during puberty.</p> <p>Year 5 - Girls only</p> <p>Menstruation and periods – led by female member of staff</p> <p>Year 6 - all</p> <p>How babies are made and born. How bodies for both girls and boys change during puberty.</p>
Resource Materials	Taking Care Resources Cambridgeshire Primary Personal Development Programme	Taking Care Resources Cambridgeshire Primary Personal Development Programme	Taking Care Resources Body and Soul Cambridgeshire Primary Personal Development Programme
Class teaching arrangements <i>Eg whole class, age groups, separate girls/boys</i>	Whole class	Whole class	Whole class and some separate teaching for Year 5 girls.