



Policy for Relationships and Sex Education

September 2020

Overall Aim

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

We aim to provide a framework for effective Relationships and Sex Education (RSE) within the school environment.

Our RSE programme reflects the aims and values of our school and its Local Advisory Board (LAB).

Roles and Responsibilities

- LAB

As part of their general responsibilities for the management of the school, the LAB play a key role in the development of the school's RSE policy. They will continue their involvement through regular evaluation of it.

- Headteacher

The Headteacher takes overall responsibility for this policy and its implementation and for liaison with the LAB, parents and appropriate agencies.

- PSHEe Co-ordinator

The co-ordinator, in conjunction with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. The co-ordinator will also make available the materials used in RSE lessons to parents.

- All Staff

RSE is a whole school issue therefore all staff should be aware of the policy and how it relates to them. Teaching staff have a responsibility to deliver the RSE programme through PSHE lessons.

- Parents

Parents have a key role in teaching their children about Relationships and Sex by:

- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the school's RSE programme will compliment and support their role as parents and have a statutory right to view all resources involved in RSE teaching. Parents of Year 5/6 children are specifically invited to view the resources we use to teach puberty.

Framework for RSE

The framework for RSE:

- Provides essential knowledge, skills and understanding
- Benefits children, school and society
- Is flexible and offers a basis for continuity and progression.

RSE should begin well before the onset of puberty and the changes it brings. Talking about relationships and sex should be normalised from the beginning of a child's education.

Research has shown that RSE which aims to prevent unwanted teenage pregnancies or STIs should be initiated early, before patterns of sexual behaviour are established. The content of relationships and sex education should place the needs of children and young people firmly at its centre. The Children's Act of 1989 required children's views to be taken into account in the light of their age and understanding.

School based RSE should meet the needs of boys as well as girls; young people from minority ethnic groups and young people with physical disabilities or special educational needs.

Effective RSE enables young people to make responsible and well informed decisions about their lives. It should not be delivered in isolation: it should be firmly rooted within the framework for PSHE and the requirements of the National Curriculum.

The objective of relationships and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescent into adulthood.

Statutory Curriculum requirements

Section 1 of the Education Reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

Therefore, our school Relationships and Sex Education programme will provide:

- Accurate information and combat ignorance, prejudices etc.
- Develop a mutual respect and care for others
- Encourage children to become aware of a range of views and to reach their own informed opinions
- Develop skills relevant to decision making in sexual behaviour and relationships
- Enhance the child's self esteem
- Be taught through a differentiated programme to meet the needs of children of different ages and stages of development
- Be conducted in a sensitive manner
- Enable children to air their feelings and views
- Help children prepare for their future lives
- Create a safe space for children to debate their feelings and views

Programmes of Study addressed through PSHE and Citizenship Schemes of Work

Our programmes of study are taught in accordance to the key stage of the child. However, this can be addressed and amended in individual cases where it may not be appropriate.

These may be taught across the curriculum, but in particular PSHE and science.

Foundation Stage - Early Learning Goals

- All sessions will be delivered using subject appropriate language such as penis, vagina, vulva etc.
- Disposition and attitude
- Self confidence and self esteem
- Making relationships
- Behaviour and self control
- Self care sense of community.

Key Stage 1

1b Know that animals including humans move, feed, grow, use their senses and reproduce.

2a Recognise and compare the main external parts of the bodies of humans.

2f Know that humans and animals can produce offspring and these grow into adults.

4a Recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

1a Know that the life processes common to humans and other animals including nutrition, growth and reproduction.

2f Know about the main stages of the human life cycle.

- Avoid being exploited or exploiting others
- Avoid being pressured
- Access confidential sexual health advice and support
- Know how the law applies to sexual relationships and consent

Methodology

All sessions are based on firm, fair ground rules. A variety of teaching strategies are used to enrich RSE with creativity:

- Circle Time
- Drama
- Group discussion/ Paired work
- Puppets
- Storyboard

Methodology for Year 5/6 when dealing with Human Reproduction

Human reproduction is covered as part of Science work. It is taught as part of a general enquiry into the functions of the body e.g. digestion. The children are taught, simple biological facts of the reproductive systems e.g. fertilisation of the ovum and the development of the foetus.

Resources

Lucinda & Godfrey resource pack will be introduced across the school as part of the PSHEe scheme of work.

Challenging Homophobia in Primary Schools (CHiPS)

Procedures for the involvement of Health Professionals

Health professionals may be used, where appropriate, as part of a **planned programme** of activities.

Facilities for Menstruating Girls

Key Stage 2 toilets have disposal bins in a number of cubicles. Sanitary products are available from class teachers. When changing for PE, girls and boys in Year 5/6 access separate changing facilities. (This would also apply to any younger menstruating girls).

Parental Right of Withdrawal

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a school's programme of Sex Education **OTHER THAN THOSE ELEMENTS WHICH ARE REQUIRED BY THE NATIONAL CURRICULUM SCIENCE ORDER.**

Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children.

The new SRE guidance (2019) states that 'Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (see section 3). Schools should make alternative arrangements in such cases. The DfEE will offer schools a standard pack of information for parents who withdraw their children from sex and relationship education.'

(Section 3)

'National Curriculum Science Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce 2. a) to recognise and compare the main external parts of the bodies of humans

f) that humans and animals can produce offspring and these grow into adults

4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction

2. f) about the main stages of the human life cycle'

Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it.

Specific Issues Statements

- Child withdrawal procedures.

Parents may withdraw their children from any or all parts of the schools' programme of sex education. Whilst such lessons are being conducted, the child will be provided with appropriate tasks and asked to work under the supervision of another teacher.

- Child Sexual Abuse Procedures

If a teacher has any concerns re the welfare of a particular child then that teacher will report them to the nominated persons on the staff. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only.

After consultation it is the decision of the Headteacher as to whether the information is forwarded to the relevant body.

- Confidentiality

Any information thus obtained will be regarded as strictly confidential and will be passed only to relevant staff.

Limits of Confidentiality and legal requirements

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff.

Some young people may have concerns which they wish to share with a teacher and, whilst teachers wish to be supportive, it is important that they realise that absolute confidentiality cannot be given.

Staff need to use the support referral systems available in our school and also be aware of our child protection procedures.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration.

The Headteacher would consider if there are any special circumstances which may temper this right.

Dissemination

The policy will be given to all LAB members, all teaching and non-teaching members of staff. Parents can view the RSE policy on the website.

Monitoring and Evaluating the Policy

This policy will be reviewed every two years by the Headteacher, PSHEe Co-ordinator, the LAB and staff.

Next date for review: September 2022 (or 2021 if guidance changes for statutory implementation).