



RELATIONSHIPS AND SEX EDUCATION POLICY

This Policy is under review

Policy Approved: 05th February 2019

Date to be reviewed: 04th February 2020

This policy is to be read in conjunction with; The PSHE and Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection and Safeguarding Policy, Science Policy and the Equalities Policy.

Introduction

We have based our school's Relationships Education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, Relationships Education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of loving relationships, respect, love and care. Relationships Education is part of the Personal, Social, Health and Economic education curriculum in our school. While we use Relationship Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationships Education as a means of promoting any form of sexual orientation.

Aims and objectives for Sex and Relationships Education

The aim of Relationships Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make responsible and informed decisions about their health related behaviour and well-being. This should take place with consideration of the qualities of relationships within families. Effective Relationships Education can make a significant contribution to the development of personal skills needed by pupils if they are to establish and maintain relationships.

The objectives of Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled

- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Context

We teach Relationships Education through different aspects of the curriculum.

While we carry out the main Relationships Education teaching in our Personal, Social, Health Education education (PSHEe) curriculum, we also teach some Relationships Education through other subject areas (for example, Science and PE) , where we feel that they contribute significantly to a child's knowledge and understanding of his and her own body and how it is changing and developing.

Relationships Education is normally delivered in mixed-gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHEe work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Children learn the accurate names for body parts and that females give birth to babies. We teach about parts of the body and how these work.

Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship 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.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety and learn to recognise safe and unsafe situations and can identify and be able to talk to someone that they trust.

Key Stage 2

In Science, children build on their knowledge of life cycles.

Children are taught about the physical, emotional and social changes at puberty, which includes personal hygiene. We always teach this with due regard for the emotional development of the child. Please note that boys and girls are taught separately for these lessons in upper key stage 2.

In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other peoples' emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Pupils learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

Relationship Education should focus on the development of skills and attitudes and not just the acquisition of knowledge.

Assessment and Evaluation:

Elements of Relationships Education in the Science curriculum are assessed formally. Assessment of Relationships Education outside the Science curriculum is conducted using a variety of informal activities which could include peer assessment and self- assessment.

Teachers delivering Relationships Education constantly evaluate their lessons to inform future planning.

The National Healthy School Standard

We now participate in the Surrey Healthy Schools Award Scheme, which promotes health education. As participants in this scheme we:

- consult with parents on matters of health education policy;
- respond sensitively to questions;
- listen to the views of the children in our school regarding Relationships Education;
- look positively at any local initiatives that support us in providing the best Relationships Education teaching programme that we can devise.

The role of parents

The school is well aware that the primary role in children's Relationship Education lies with parents and carers. In promoting this we:

- inform parents about the school's Relationships Education policy and practice;
- answer any questions that parents may have about the Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education in the school;

- inform parents about the best practice known with regard to Relationships Education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the Relationships Education programme that we teach in our school, **with the exception of the statutory elements of the Science National Curriculum**. If a parent wishes their child to be withdrawn from particular Relationships Education lessons, they should discuss this with the Principal or Deputy Principal.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our Relationships Education programme.

All input of visitors to Relationships Education is part of a planned programme and negotiated and agreed with staff in advance. This input is evaluated which informs future planning. All external visitors are familiar with and understand the school's Relationship Education policy and work within it.

Confidentiality

Teachers conduct Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in a sexual activity, then the school will take the matter seriously and deal with it as a matter of child protection.

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 draw their concerns to the attention of the Principal and the Designated Safeguarding Lead who will deal with such disclosures in line with the Safeguarding Policy.

The role of the Principal

It is the responsibility of the Principal to ensure that both staff and parents are informed about our Relationships Education policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Principal liaises with external agencies regarding the school Relationships Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Principal monitors this policy annually and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Relationships Education policy is reviewed on an annual basis by members of staff and governors.