



The Bishops' Church of England Learning



Academy

Relationship and Sex Education Policy

February 2018

Introduction

We have based our school's relationship and sex education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex education is defined as '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'.

For the purpose of our policy, we recognise that the PSHE association has adopted the term relationship and sex education, recognising that it is important to teach sex education in the context of a loving and stable relationship. At the Bishops' C of E Learning Academy we believe that sex education should be taught and understood through healthy and positive relationships. We will therefore refer to our sex education as Relationship and Sex Education (RSE).

RSE is part of the personal, social and health education curriculum in our school. While we use sex 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, whilst promoting healthy, informed choices.

Aims and objectives

At the Bishops' C of E Learning Academy, we are committed to ensuring that our RSE programme is relevant to all pupils and is taught in a way that is both age and stage appropriate.

There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

The objectives of our Relationship and Sex Education policy and programme are:

- To enable our pupils to develop the knowledge, communication skills and understanding needed to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth, self-control and confidence, especially in relationship to others.
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others, including those experienced through puberty.
- To emphasize the role and the value of family life.
- To teach them the importance of respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship.

- To teach our children about human reproduction.
- To explore attitudes and values and support children to develop mutual respect and care for others.
- To address concerns and correct common misunderstandings children may have gained from the media and their peers.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.
- To support our children to develop skills to help protect themselves from unwanted physical contact.

Organisation and teaching of RSE in the curriculum

At the Bishops' C of E Learning Academy, RSE is taught through different aspects of the curriculum. Where possible, two adults should be present when delivering the lessons. Whilst the majority of our RSE provision is delivered through our personal, social and health education (PSHE) curriculum, we also teach some aspects through other subject areas (e.g. science and PE) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss relationship issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In Science lessons within the Foundation Stage (Reception class) the children learn about the concept of males and females and about young animals. In Key Stage 1 we teach children about how animals (including humans) move, feed, grow and that they reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. Teachers do their best to answer all questions with sensitivity and care.

RSE within our PSHE curriculum will be delivered as per the guidance from the Christopher Winter Project:

Year Group	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Reception	Daily Routines	Keeping Clean	Families
Year 1 Growing and Caring for Ourselves.	Keeping Clean	Growing and Changing	Families and Care
Year 2 Differences.	Differences: Boys and Girls	Differences: Male and Female	Naming the body parts
Year 3 Valuing Differences and Keeping Safe.	Differences: Male and Female	Personal Space	Family differences
Year 4 Growing Up.	Growing and Changing	Body Changes and Reproduction	What is Puberty?
Year 5 Puberty.	Talking about Puberty	Male and Female	Puberty and Hygiene

		Changes	
Year 6 Puberty and Reproduction.	Puberty and Reproduction	Relationship and Reproduction	Conception and Pregnancy and Communication in Relationships.

Equal Opportunities

Our school is committed to the provision of RSE for all of its pupils and recognises all of the characteristics protected under the Equality Act 2010. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds and individual needs. Equal time and provision will be allocated for all groups but there may be occasions where children with SEN are given extra support.

Assessment

Class teachers assess progress and understanding in relationships and sex education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE.

The role of parents/Carers

The school is aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issues that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- invite parents to view the materials and resources that are used to support the delivery of the programme.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. Parents have the right to withdraw their children from RSE that falls outside of the National Curriculum Science programme of study. If a parent wishes to withdraw their child from these lessons, they should do so by putting this in writing to the head teacher, making it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and alternative work will be provided by the class teacher.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box. Questions from the anonymous box are sorted through by teachers and the relevant and age appropriate questions are answered in class. Any difficult questions which staff feel are more appropriate for discussion at home are addressed by encouraging the children to discuss these with their parents. There is clear

communication with parents about any unanswered questions in school so that these can be answered as parents feel is appropriate.

The role of other members of the community

Relationship and Sex Education is a shared responsibility and should be supported by experiences at home and in the community. It is therefore sometimes appropriate to involve visitors from outside agencies, such as the School Nurse, not to replace teacher led RSE, but to offer support to teachers. This is in line with guidance issued by the Department of Education.

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” (Sex and Relationship Guidance DfE 0116/2000 P 29 6.11).

All input to RSE lessons must be **part of a planned programme** and negotiated and agreed with staff in advance; to ensure that it is in accordance with our schools RSE policy. The school will continue to liaise with the local secondary school(s) in order to ensure that the programme for RSE is continuous at KS3.

Child Protection / Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. 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. If a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Monitoring and review

Monitoring of this programme is the responsibility of the head teacher and teacher with responsibility for Sex and Relationships Education.

It is the responsibility of the head teacher and PSHE coordinator to:

- Ensure that RSE occurs in the school’s curriculum according to the schemes of work for Science and PSHE.
- Monitor the use of teaching and learning styles.
- Monitor the use of teaching materials and ensure these are up to date.
- Evaluate the effectiveness of the school’s programme.
- Ensure that there are RSE information sessions for parents.
- Ensure staff are supported and confident delivering the content of the programme through training sessions.

The effectiveness of the RSE programme will be evaluated by assessing children’s learning and implementing change if required.

This policy document will be available to parents via our website or via requesting a paper copy from the school office. Parent’s comments about the sex education programme will be listened to, recorded and taken into account when reviewing the policy.

This policy will be reviewed annually and will be due for review in February 2019.