



Relationship and Sex Policy

Western Road Community Primary School

This policy was **reviewed in July 2020**

This policy is **due for review in July 2021**

Aims and Objectives for Relationship and Sex Education

Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity.

We aim to offer pupils a framework in which sensitive discussions can take place, providing children with age appropriate information on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. They will be able to explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

RSE is not about the promotion of sexual activity but the promotion of successful and safe relationships.

These aims also complement those of the Science curriculum in KS1 and KS2.

The objectives of Relationship and Sex Education are to:

- Provide the knowledge and information to which all pupils are entitled;
- Clarify/reinforce existing knowledge;
- Raise pupils' self-esteem and confidence, especially in their relationships with others;
- Provide the confidence to be participating members of society and to value themselves and others;
- Help pupils' develop skills (language, decision making, choice, assertiveness, empathy) and make the most of their abilities;
- Develop skills for a healthier, safer lifestyle;
- Help gain access to information and support;

- Help children understand the consequences of their actions and behave responsibly within relationships;
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Respect and care for their bodies;
- Prepare pupils for puberty and adulthood, giving them an understanding of sexual development and the importance of health and hygiene;
- Help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- Teach pupils the correct vocabulary to describe themselves and others;
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children;
- Be able to recognise unsafe situations, protect themselves and ask for help and support.

The teaching programme for Relationship and Sex Education and Legal requirements

All schools must provide relationships education to all pupils as per Section 34 of the Children and Social Work Act 2017. We are not, as a primary school, required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum e.g. human and animal reproduction.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

National Curriculum Science

All schools must teach the following as part of the National Curriculum Science. As this teaching is statutory, parents do not have the right to withdraw their child/children.

Key Stage 1

- Investigate objects and materials by using all of their senses as appropriate.

- 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.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Curriculum for Relationship & Sex Education

EYFS

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

Key Stage 1

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.

Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 and 6. This will also include different ways in which babies are conceived and born, considered in the context of relationships and recognition of a variety of family groups. They will develop their understanding of sexual difference and naming body parts.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. 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. Children will understand that menstruation and wet dreams are a normal part of growing up. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationship and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge. It will focus on answering each other's questions about relationship and sex and with confidence and knowing where to find support and advice. .

For more information about our curriculum, see our progression map and agreed vocabulary in Appendix. – cross reference document name

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation and Delivery of Relationship and Sex Education

Kerry Bedford is the designated teacher with responsibility for coordinating Relationship and Sex Education.

Delivery

Our Curriculum for **RSE** (see Appendix) describes the elements which will be taught. Some elements of our **RSE** curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

Relationship and Sex education is delivered through **Science**, RE, PSHE, Citizenship, literacy activities, and **Circle Times**. Relationship and sex education is taught by classroom teachers, supported by teaching assistants, and, if appropriate, outside visitors such as a school-linked nurse.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationship and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

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 as a distancing technique.

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.

Monitoring

Relationship and sex education is monitored and evaluated by Kerry Bedford as part of the school's **improvement** plan. As a result of this process, changes will be made to the **Relationship and Sex** education programmes as appropriate.

Parental consultation

The school provides information on relationship and sex education in a parent leaflet that is circulated in **Term 5**, and full details are available on request.

The school informs parents when aspects of the relationship and sex programme are going to be taught and provides opportunities for parents to view the videos and resources being used.

Parents **do not** have the right to withdraw their children from **relationships** education.

Parents have the right to withdraw their children from non-statutory components of sex education within RSE. Requests for withdrawal should be discussed with the class teacher, PSHE subject leader or head teacher, and put in writing. However, this rarely happens, as by working in partnership with parents they recognise the importance of this aspect of their child's education.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Child Protection / Confidentiality

Teachers need to be aware that effective relationship 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 likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will inform the **Headteacher/Designated Safeguarding Lead/DSL in-line** with procedures for child protection, as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

The school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the **designated safeguarding lead/deputy DSL teacher** throughout the whole process.

Use of visitors

We believe that **RSE** is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are **DBS** checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the **class** teacher, taking account of the age and needs of the group and the context of the work within the **RSE** programme.
- Visitors will be reminded that, whilst contributing to **RSE** in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the **class teacher** beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with **special educational needs or disability**, we will review our **RSE** programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability

- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Monitoring and Evaluation

Monitoring is the responsibility of the headteacher, named governor and teacher with responsibility for Relationship and Sex education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

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

Resources

Resources to teach relationship and sex education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Alternative resources will be kept in the PSHE topic box.

Links with other policies

This policy is linked with the following policies:

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| ➤ PSHE & Citizenship | ➤ Confidentiality |
| ➤ Equal Opportunities | ➤ Behaviour |
| ➤ Child Protection | ➤ Anti-Bullying |
| ➤ Inclusion | ➤ Cross Phase eg. Key Stage 3 |

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-andhealth-education-faqs>

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