

ST. ANDREW'S C. OF E. PRIMARY SCHOOL



Relationships and Sex Education Policy

Growing and Learning Together with God

September 2019

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The duty came into effect in September 2007. For the purpose of this document we use the following acronyms:-

- PSHE Personal, Social & Health Economic Education
- RSE Relationships and Sex Education

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by SLT in consultation with all teaching staff, parents and governors between September 2019 - October 2019. The policy will be available to parents through the school website. A paper copy can be made available by written request.

We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

From Early Years Foundation Stage, Key Stage 1 to Key Stage 2, RSE includes laying foundations of understanding about growth and change and respect for one another; later in Key Stage 2 it will promote the preparation for the changes of puberty. We believe it is important to address relationships and sex education in this age group because it will promote the values of 'the importance of stable relationships', 'marriage' and 'family life'.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our sex and relationships and sex education programme.

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 supportive 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 sex education policy and practice;
- 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 RSE 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 RSE, 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 sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with their child's class teacher and in writing, via Class Dojo message 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.

Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. Many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. We will notify parents when particular aspects of sex and relationships education will be taught.

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The interaction between PSHE education and other subjects is fundamental. While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition to the RSE covered in PSHE education, for example, there is also work in the Science national curriculum that covers basic human biology and is still statutory in maintained schools. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

It is also very important to make links with the Computing curriculum. As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Governing boards have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationships and sex education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

Resources

Teaching staff will draw on a range of resources and use their own ideas to provide active stimulating lessons that will enable the pupils to explore the RSE objectives and develop the skills required for them to independently make correct choices that will lead to a safe, happy and healthy future.

We will follow guidelines from the DFE - *Relationships Education, Relationships and Sex Education (RSE) and Health Education 25 June 2019*. PSHE Association scheme and lesson plans.

In RSE we teach the children:

- The importance of family life, moral questions and relationship issues;
- The physical development of their bodies as they grow into adults and how humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters, including possible abuse.

In RSE teachers need to:

- Be open and honest in answering questions, as they are in other subjects;
- Answer pupil's questions factually in terms which are age appropriate;
- Provide materials that are age appropriate and matched to the children's level of understanding.

Teaching Strategies

- We take into account different learning styles in line with our Teaching and Learning Policy and tailor our learning programme accordingly;
- Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;
- The programme will be taught through a range of teaching methods, including poems, posters, stories, video clips/DVDs etc.;
- We follow the guidelines for Equal Opportunities and Inclusion;
- We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example 'No one (teacher or pupil) will have to answer a personal or embarrassing question. Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.'
- We can use distancing techniques with role play to help pupils act out situations with invented characters, appropriate videos and theatre groups to help pupils discuss sensitive issues and develop their decision-making skills in a safe environment;
- If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions and will use an "Ask it Basket" system in each class. Children can ask questions by writing questions and posting them in the box. This gives the teacher time to prepare for what the children want to know about mostly. Questions can be graded into red, amber or green. Green questions can be addressed to all the children, amber questions addressed to a few/group of children and red questions may need addressing on a one to one basis or referring back to parents;
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;

- If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as a school nurse or outside agency;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that they both research this later. If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In some cases this may result in talking to the parents of the child;
- If a teacher is concerned about sexual abuse, they should follow the school's safeguarding procedures;
- Depending on the cohort, levels of maturity and content, boys and girls may be split.

Elements of RSE Programme of study

Early Years Foundation Stage

- Friendships
Making Friends & understanding what makes a good a friend. Working as part of a group / team. Working together – code of behaviour. How am I different / the same as other people?
- Growing up
Dressing self/personal hygiene. Differences between boys/girls. What is good about being a boy/girl?

Key Stage 1

- Feelings
Emotions and managing feelings
- Family and Friendships
Friends, family, similarities and differences between people, people who are special to me.
- Growing up
Belonging to a group, understanding growing up from young to old, naming the external body parts, being a boy and being a girl, knowing that animals and humans reproduce.
- Safety
Saying no, having confidence to ask for help, recognising potential risks to safety of self and others.

Key Stage 2 Themes

- Feelings
Understanding a range of feelings and emotions, recognising and expressing emotions, other people's feelings and managing feelings.
- Family and Friendships
Friends, strategies for dealing with friendship problems, qualities of a good friend peer pressure, family values, marriage and lifestyle choices.
- Growing up
Childhood developments, human lifecycle, naming the body parts and differences between male and female, adulthood and lifestyles, understanding the processes of conception and birth, puberty and gender roles.
- Safety
Identifying dangers, learn respect over their own and others bodies, saying no in difficult situations, techniques for resisting pressure. Children to have an understanding of how information and data is shared and used online and the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Links with Science National Curriculum Statutory Requirements

Key Stage 1

Year 1

Animals including humans

Identify, name, draw and label the basic parts of the human body

Year 2

Animals including humans

Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Year 5

All living things and their habitats

Describe the differences in the life cycles of a mammal, *an amphibian*, *an insect* and *a bird*

Year 6

Evolution and Inheritance

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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 sex education programme. Other people that we call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct sex 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 sexual activity, then the teacher 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 talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection & Safeguarding Policy.)

The role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy 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 any difficult issues with sensitivity.

The Head teacher liaises with external agencies regarding the school sex 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 Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Governing Body monitors our sex education policy on an annual basis. The Governing Body gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

This RSE policy should be read in conjunction with the:-

PSHE and Citizenship Policy

Safeguarding and Child Protection Policy

SEN/Inclusion Policy

Behaviour Policy

Anti Bullying/Discrimination Policy