

Policy on Relationships and Sex Education

1 Introduction

- 1.1 Our school's policy on Relationships and Sex education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000).
- 1.2 In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.
- 1.3 Relationships and Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through Relationships and Sex Education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation.

2 Aims and objectives

- 2.1 We teach children about:
 - the physical development of their bodies as they grow into adults;
 - the way humans reproduce;
 - Strategies for resisting peer pressure and the importance of abstinence before the age of consent.
 - respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
 - the importance of family life;
 - moral questions;
 - relationship issues;
 - respect for the views of other people;
 - sexual abuse, and what they should do if they are worried about any sexual matters.

3 Context

- 3.1 We teach about sex in the context of the school's aims – to empower all children to be secure, engaged and equipped for life. While Relationships and Sex Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach Relationships and Sex Education on the understanding that:
 - it is taught in the context of family life, whatever that may look like, including marriage.
 - it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
 - it is important to build positive relationships with others, involving trust and respect;
 - children need to learn the importance of self-control and abstinence .

4 Organisation

- 4.1 We teach about relationships and sex through different aspects of the curriculum. While we carry out the main relationships and sex education in our personal, social and health education (PSHE) curriculum in which we use the Jigsaw programme, we also do some sex education through other subject areas (e.g. science and PE) which we believe

contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

- 4.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- 4.3 In science lessons, in both Key Stages, teachers inform children about growth and changes as creatures grow. For this aspect of our teaching, we follow the national curriculum for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- 4.4 As part of the Jigsaw unit 'Changing me' there is a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 4.5 We inform parents before the RSE units are taught of the areas the children will be taught about in order for any parents, who wish to do so to withdraw their children. In our parent workshops in the Autumn term we give them the opportunity to discuss this particular programme of lessons, how they are taught, and to see the materials we use in its teaching.

From September 2020 parents will not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families. The Education Secretary, the Rt Hon Damian Hinds, understands the needs to consult with parents. He is also putting trust in schools to do what is right for children and young people. He has also expressed how vital it is that children do not miss out on this aspect of education... children should feel included and should grow up understanding the value and importance of kindness and respect for others and themselves..."

Rt Hon Damian Hinds 10th April 2019

6 The role of parents and carers

- 6.1 The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents and carers about the school's relationships and sex education policy and practice;
 - answer any questions that parents or carers may have about the relationships and sex education of their child;
 - take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for relationships and sex education in the school;
 - encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
 - inform parents and carers about the best practice known with regard to relationships and sex 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 bodies and their increasing responsibilities.

- 6.2 Parents and carers have the right to withdraw their child from parts of the sex education programme that do not feature in the statutory science curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

7 The role of other members of the community

- 7.1 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 and sex education programme.

8 Confidentiality

- 8.1 Teachers conduct Relationships and sex education lessons in a sensitive manner, and in confidence. However, 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 Designated Senior leader for Safeguarding about their concerns.

9 The role of the headteacher

- 9.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our Relationships and sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.
- 9.2 The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 9.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

- 10.1 The Standards and Provision Committee of the governing body monitors the impact of our Relationships and Sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Standards and Provision Committee gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of our sex education programme.
- 10.2 This policy will be reviewed every two years, or earlier if necessary.

Date: October 2020

To be reviewed November 2022