



Relationships and sex education policy

Definition:

“It is lifelong 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

[Sex and Relationships Education Guidance ref: DfEE 0116/2000]

Purpose of the policy

- To outline the ways in which pupils will be taught about RSE;
- to ensure consistency and continuity between year groups;
- to ensure that statutory requirements are fulfilled.

Inclusion Statement

Quality relationship and sex education (RSE) is an entitlement for all children, it should be accurate and factual. It should be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief. In our school we ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Activities are planned according to the different levels of children’s skills and previous knowledge. A range of teaching strategies and learning styles will be used to deliver this policy. These will include:

- Circle time and class discussion
- Imaginative writing
- Reflection and sharing
- Role play and drama
- The use of video and computer technology

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.

Principles and Practice

At LCPS we aim to support and guide our pupils:

- through their physical, moral and emotional development;
- to develop a positive approach to their lifelong health and wellbeing;
- to learn to respect themselves and others;
- to move with confidence from childhood through adolescence and into adulthood.

Information will be delivered in an accepting and honest way, which enables young people to contribute and one that is deemed age-appropriate. Parents will be fully informed of policy and practice.

The Policy references:

DfEE Guidance for Schools [0116/2000]

OfSTED “Sex and Relationships” [2002]

‘Sex and Relationships Education for the 21st Century’ (March 2014);

RSE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others including LGBT pupils and those from LGBT families.
- Learning to make choices based on an understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

Curriculum Content in Key Stage 1

At Key Stage One there is no specific programme of sex education. There are topics which may include matters which relate to this. In years 1 and 2 children will be taught about being healthy and naming different body parts. Some aspects of learning about relationships and caring for our bodies can be sensitive. Children's questions will be dealt with simply and sensitively, on a one to one basis, if necessary. If children's questions cause concern then the Head teacher should be informed so that child protection procedures can be followed. Matters of sex and relationships education will be taught through science, PSHE and through the values and the ethos of the school.

Curriculum Content in Key Stage 2

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage, LGBT families)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

Cross curricular links

Science: Key Stage 2

Children have the opportunity to learn that the life processes common to humans and other animals include nutrition, growth and reproduction and also about the main stages of the human life cycle.

Children will build upon their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

RE and PSHE: Key Stage 2

Children will 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 the 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.

Sex and relationship education will focus on the development of skills and attitudes not just the acquisition of knowledge.

Organisation and Delivery

RSE will be taught to class groups, with provision for single-sex groups (if appropriate). A variety of teaching methods will be used for the effective delivery of RSE, including the input of health professionals where this is deemed appropriate. No visitor will work with pupils in a classroom situation without a teacher present. The correct biological terminology will be used during the teaching of RSE.

Year 3 and 4 teaching will include:

- feelings and emotional changes
- relationships

Year 5 teaching will include:

- Changes in the body relating to puberty, including periods and voice breaking,
- When these changes are likely to occur, what issues may cause concern and how best to deal with them,
- How a baby is born.

Year 6 – work from previous years will be revisited

- All staff within the school should be aware of, and work within the policy guides, so that the personal beliefs and attitudes of teachers will not influence their teaching of sex and relationship education.
- No member of staff should offer complete confidentiality to any child since the need to protect the child may override confidentiality.
- The curriculum content will include factual information alongside an opportunity to discuss and explore issues; whilst developing skills related to personal and social development.
- Only the correct names for body parts will be used and the meaning of words will be explained in a sensible, factual and appropriate way.

Throughout all year groups pupils learn about 'Different Families' which does include lesbian, gay and bisexual couples.

Assessment for learning procedures will be used to inform planning of RSE.

Parents have the right to withdraw their children from any RSE that falls outside of the statutory curriculum (Education Act, 1996 - they cannot withdraw from human reproduction as in NC Science, for

example.) Any parents expressing concerns may be invited into school for discussions with the Headteacher and teacher responsible for delivering the programme and to view the materials and resources. Should they still decide to exercise the right to withdraw their child the school will make provision for the supervision of them.

Sensitive Issues

Ground rules for RSE, as in PSHE; will help create a safe environment in which no party, adult or pupil need feel pressured, embarrassed or anxious about their involvement in sessions.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or be advised as to where they may be able to access information, e.g. help lines, websites, leaflets, etc.

Teachers need to be aware that issues may arise through the teaching and learning of RSE. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's confidentiality and child protection policy in this matter.

Dealing with Questions

When dealing with questions teachers will follow the following guidelines:

- If a question is too personal, the teacher should remind the pupil of the ground rules.
- If a question is deemed too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the adults will acknowledge it either as a whole class or with the individual if it is of a sensitive nature and direct them to their parent or carer.
- If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Monitoring and Evaluation

It is the coordinator's responsibility 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;
- Evaluate the effectiveness of the school's programme.

Links to other policies

- Science
- Anti bullying
- Teaching and Learning
- Assessment
- PHSE

Support and Training

Effective teaching of RSE within the PSHE framework requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with a specific responsibility for delivering the programme will be consulted as to their particular training requirements and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy.

Governors will also be offered an annual opportunity to be updated on any changes and developments.

September 2016

Review: September 2017