



December 2017

Relationships Education

We have based our school's relationships education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000), DfE Statement on RSE (published March 2017), "Sex and relationships education (SRE) for the 21st century" PSHE Association (as recommended by the DfE) and relevant statutes (Equality Act 2010; Children and Social Work Act 2017). 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. It is not about the promotion of sexual orientation or sexual activity'. Sex education is part of the personal, social and health education curriculum in our school and is 'appropriate having to the age and religious background of the pupils'. 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.

Relationships education has three elements:

Safety in forming and maintaining relationships

- ❖ learning respect for their own bodies and that their bodies belong to them;
- ❖ learning the importance of values, individual conscience and moral considerations;
- ❖ developing critical thinking as part of decision – making;
- ❖ learning how to recognise and avoid sexual exploitation and abuse; and
- ❖ learning to use technology and social media safely.

The characteristics of healthy relationships

- ❖ learning the value of respect, love and care;
- ❖ learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- ❖ learning the importance of sexual activity as part of a committed, long-term, and loving relationship; and
- ❖ exploring, considering and understanding moral dilemmas; and
- ❖ understanding human sexuality, reproduction, sexual health, emotions and different types of relationships;

How relationships may affect physical and mental health and well-being

- ❖ learning to manage emotions and relationships confidently and sensitively;
- ❖ developing self-respect and empathy for others;
- ❖ learning to make choices based on an understanding of difference and with an absence of prejudice;
- ❖ developing an appreciation of the consequences of choices made;
- ❖ managing conflict; and
- ❖ learning and understanding physical development at appropriate stages.

Context

While 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 values which underpin all our work in school.

In particular, we teach relationships education in the belief that:

- ❖ sex education will be taught in the context of a committed relationship and family life;
- ❖ sex education is part of a wider social, personal, spiritual and moral education process;
- ❖ children should be taught to have respect for their own bodies;
- ❖ it protects children from abuse and exploitation;
- ❖ teaching is accessible and relevant to all pupils;
- ❖ 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;
- ❖ builds self esteem;
- ❖ links sex and relationship education with peer pressures and other risk taking behaviour, such as drugs, smoking and alcohol;
- ❖ children learn the importance of self-control.

Organisation

Relationships and Sex Education is primarily taught within the school's wider curriculum for personal, social and health education. In this way we can ensure that pupils receive their sex education in the wider context of relationships. We also teach sex education through science.

Relationships education part of the PSHE curriculum for all years and elements are also addressed when spontaneous issues arise across the school. 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. We encourage the children to ask for help if they need it.

In Year 5 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. 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. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

In Year 6 we teach sex education and we provide an opportunity for all parents and carers of children to discuss the particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

Dealing with Questions

Sessions will include opportunity for children to ask questions relating to the issues that have been raised within a particular session. Teachers will make use of a question box for children to write anonymous questions. Teachers answer all questions with sensitivity and care. If a question addresses an area that is not appropriate for a particular year group, then it will not be answered.

Guidance on answering questions can be found in DfEE 0116/2000 and includes the areas of ground rules and distancing techniques.

Confidentiality

Teachers cannot offer or guarantee pupils unconditional confidentiality. Detailed guidance on this area is given in section 7 of DfEE 0116/2000. The key element is that all staff working in this area should be fully aware of the school's Child Protection Policy work within it at all times.

Sex education lessons are conducted in a sensitive manner. 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 inform the headteacher.

The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

The role of parents

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 supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

We will seek signed parent's permission for children to participate in the Sex and Relationships Education unit of work.

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 wished their child to be withdrawn from sex education lessons (other than National Curriculum as part of Science), they should discuss this with the

headteacher, and make it clear which part of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other members of the community to work with us to provide advice and support to the children with regard to health education. The school nurse and other health professionals give us valuable support with our sex education programme.

The role of the headteacher

It is the responsibility of the headteacher 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 headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and manage any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that any adult who works with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Dissemination of Policy

The policy will be given to all teachers, members of the governing body and access will be available to parents and support staff through the headteacher.

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.

Equal Opportunities

All children are entitled to a stimulating and meaningful curriculum regardless of ability, gender, ethnicity, language, culture, age, social class, disability or religion. All staff plan to develop the understanding and skills of all pupils in their class.

Links with other policies:

Science Policy

Child Protection Policy

PSHE Policy