



## Sex and Relationships Education Policy

Written May 2020

To be reviewed May 2022

The Government have announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. The policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000 <https://www.gov.uk/government/publications/sex-and-relationship-education>

### **What is Relationships and Sex Education (RSE)?**

Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health. It supports children to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives children essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline.

Sex Education could be defined drawing on knowledge of the human life cycle set out in the national curriculum for science - the ways a baby could be conceived and born.

### **Why we teach sex and relationship education in our school:**

The purpose of implementing this policy is to ensure that pupils at West Cliff Primary School are provided with information on the basic biology of human reproduction and the physical, emotional and social changes that occur during puberty and adolescence. The teaching of Sex and Relationships education will allow pupils to develop an understanding of changes to themselves and others, through exploring attitudes and feelings and appreciating a range of values. Sex and Relationships education has a vital role to play in contributing to children's personal and social development.

## **Aims and Objectives for Sex and Relationships Education:**

The aim is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their view
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

## **Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls
- developing critical thinking as part of decision making

## **Personal and Social Skills**

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language

- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships

### **Roles and Responsibilities:**

#### **The Governing Body**

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE.

In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends.

The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. Review the policy on a three year cycle or sooner if necessary. The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

## **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the SRE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SRE issues
- Act upon any concerns which may arise from pupil's disclosure during SRE sessions
- Monitor staff training requirements in relation to effective teaching and learning of SRE
- Ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach.

## **The PSHE Co-ordinator - Emma Smith**

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught SRE.

## External agencies

- Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

## How Sex and Relationships Education is organised in the curriculum

Usually PSED/ SRE are taught on a weekly basis as a stand alone session. However, they can sometimes be delivered through a range of subjects, which promote dialogue and understanding. Different areas of cross curricula learning could include Science, RE, PSHE, Literacy and Circle Times. Sex and Relationships Education is taught by classroom teachers.

A range of teaching methods which involve children's full participation are used to teach Sex and Relationships Education. These include use of video, discussion, looking at case studies and drama. Sex and Relationships Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

We ensure that:

- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police.
- External agencies and Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

The different topics covered for Relationships Education are:

- Families' and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

The learning outcomes related to puberty (Health Education) are:

- To learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- To learn about menstrual wellbeing including the key facts about the menstrual cycle.

### **Assessing pupil's progress:**

Assessment is in line with our general assessment of PSHCE. Assessment of children's capability is achieved by planning appropriate curriculum activities in line with the schools general policy for assessment and reporting.

### **Specific Issues to Sex Relationship Education:**

#### **Parental Consultation**

We wish to build a positive and supporting relationship with the parents/ carers of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the schools sex education policy practice.
- Answer any questions that parents may have about the sex education policy and practice.

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 for their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher. If a pupil is withdrawn, they must remain on the school site and will be given alternative learning out of the classroom. School will signpost parents of withdrawn pupils to resources to support them in talking to their children about RSE. The school always complies with the wishes of parents in this, in this regard.

#### **Parental consultation for Relationships Education**

Relationships Education will be compulsory in all primary schools from September 2020. Parents and carers will not be able to withdraw their children from Relationships Education and Health Education.

## **Confidentiality and Safeguarding issues**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/ Designated Child Protection person (Christina Zanelli) in line with the LEA procedures for child protection. Ground rules for PSHE and SRE lessons will be developed by each class to support the teaching of sensitive issues. All staff are up-to-date with their child protection training.

## **Links with other Policies**

**This policy is linked with the following policies:**

Anti Bullying

Behaviour

Confidentiality

Child Protection

Equal Opportunities

E Safety

Science

## **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 a worry/ concern question box.

## **Equality (including SEND)**

RSE must be accessible for all pupils. We will ensure high quality teaching that is differentiated and personalised. Under the provisions of the Equality Act, we will ensure that all pupils are treated equally regardless of their sex, race, disability, religion belief or gender. The religious background of pupils will be taken into account when planning and teaching so that topics are handled appropriately.