



Ellwood Community Primary School

DRAFT: Relationships and Sex Education Policy [RSE]

Relationship and Sex Education Policy

April 2021

Context/Introduction

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools however puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Relationship and Sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Relationship and Sex education will reflect the values of the PSHE programme. RSE will be taught in the context of relationships.

In addition, RSE will promote self-esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of RSE 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. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support.
- To develop skills for a healthier and safer lifestyle.

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

The teaching programme for Sex and Relationship Education

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, PSHE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

By the end of KS1 pupils will:

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body including agreed names for reproductive organs
- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE, PSHE and Citizenship, they 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 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 should focus on the development of skills and attitudes not just the acquisition of knowledge.

By the end of Key Stage 2 pupils will:

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them

- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online.

The organisation of Sex and Relationship Education

The PSHE co-ordinator is the designated teacher with responsibility for coordinating Relationship and Sex Education.

Relationship and Sex Education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time in all year groups. RSE is also taught in one specific session per term using the 'Gloucestershire Healthy Living and Learning Relationships and Sex Education scheme.' These sessions are year group specific and therefore classes are split accordingly.

Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse and NSPCC. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

In year 6 children have a RSE lesson which is initially delivered in mixed gender groups to watch a video looking at changes that occur during puberty and then split in to gender groups for a question and answer session. During this session an anonymous question box is used to allow pupils to feel confident in asking questions that they may not otherwise.

Resources to teach Relationship and Sex Education include fiction, reference books, leaflets and extracts from videos.

Relationship and Sex Education is monitored and evaluated by the PSHE co-ordinator as part of the school's development plan. As a result of this process changes will be made to the Relationship and Sex Education programme as appropriate.

Equal Opportunities

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, our approach to RSE will take account of:

- **Ethnic and cultural diversity** - Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

- **Varying home backgrounds** - We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.
- **Sexuality** - Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying.
- **Children with special needs** - Teaching and resources will be differentiated, as appropriate, to address the needs of these children in order for them to have full access to the content of Relationship and Sex Education.

Parental consultation - The school includes information on Relationship and Sex Education in the school prospectus and full details are available on request. The school informs parents when aspects of the Relationship and Sex Education programme are taught and provides opportunities for parents to view the videos and resources being used. Under the new statutory guidance parents/carers cannot withdraw their children from the Relationships Education. They can only withdraw their children from sex education which goes beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

Child Protection / Confidentiality - Teachers need to be aware that effective Relationship and Sex 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 in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

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 an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Links with other policies - This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, Governing Body and Teacher with responsibility for Relationship and Sex Education. The school will assess the effectiveness of

the aims, content and methods in promoting students' learning by lesson observation, questionnaires to children and any feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy will be reviewed by PSHE co-ordinator in conjunction with the Head Teacher and the Governing Body

Signed	D.Milford
Reviewed	April 2021 (Miss Chisman)
To be reviewed:	April 2022