

Sex and Relationship Education Policy

School: Waterville Primary School

Date of Policy: July 2018

Review date: July 2020

Links to Other Policies/Guidance

Safeguarding, Child Protection, Confidentiality, Equalities.

1. Rationale

We have based our school's sex education policy on the DfEE guidance document Relationship and Sex Education Guidance (ref DfEE 0116/2000). In this document, relationship and 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'.

Relationship and Sex Education is part of the personal, social, health and citizenship education. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included in our Relationship and Sex Education and are generally addressed in the Science curriculum.

2. Aims and Objectives

We aim to:

Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.

Develop sensitivity towards the needs of others.

Learn about the importance of family life.

Learn about the physical development of their bodies as they grow into adults.

Provide knowledge about life cycles of living things including humans.

Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.

Educate against discrimination and prejudice.

Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.

Let pupils explore their own and others attitudes.

Develop the skills that enable informed healthy living.

3. Context

We teach Relationship and Sex education in the context of the school's aims and values. In particular, we teach Relationship and sex education in the belief that: it should be taught in the context of marriage and family life; it is part of a wider social, personal, spiritual and moral education process; children should be

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taught to have respect for their own bodies; children should learn about their responsibilities to others, and be aware of the consequences of their actions; It is important to build positive relationships with others, involving trust and respect.

4. Organisation and Approach

We teach Relationship and Sex education through different aspects of the curriculum from Early Years through to Year 6. The main Relationship and Sex education teaching is in our personal, social and health education (PSHE) curriculum. We also teach some Relationship and Sex education through other subject areas (for example, science, PE, R.E, Citizenship and SEAL), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Pupils will know that they are free to ask further questions and to discuss issues with their teacher and support staff. They will answer pupil's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

5. Inclusion/Difference and Diversity

RSE will meet the needs of all pupils, including those who are marginalized and vulnerable. We work in partnership with the SENCO and parents to ensure that all students experience a quality RSE programme. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

6. Safeguarding

School safeguarding procedures must be followed when any disclosures about abuse are made

7. Content

The following statements outline our scheme of work for the teaching of Relationship and Sex education. They draw on the DfEE and other guidance on Relationship and Sex education and reflect elements of the non-statutory framework for PSHE and Citizenship. Some statements are part of the National Curriculum Science requirements and have been marked by*.

By the end of Early Years Foundation Stage

Pupils will gain knowledge, understanding, attitudes and skills including:

Form relationships

Share feelings

Dress and undress independently and manage their own personal hygiene

Have a developing respect for their own culture and beliefs and those of other people.

Recognise some safe and unsafe situations

By the end of Key Stage One

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Pupils will gain knowledge, understanding, attitudes and skills including:
Recognise and compare the main external parts of the human body*
Recognise similarities and differences between themselves and others and treat others with sensitivity*
Identify and share their feelings with others
Recognise safe and unsafe situations
Identify and be able to talk with someone they trust
Be aware that their feelings and actions have an impact on others
Make a friend, talk with them and share feelings
Use simple rules for dealing with strangers and for resisting pressure if they feel uncomfortable or at risk
That animals, including humans, grow and reproduce*
That humans and animals can produce offspring and these grow into adults*
The basic rules for keeping themselves safe and healthy
Know about safe places to play and safe people to be with
The needs of babies and young people
Ways in which they are like and different from others
That they have some control over their actions and bodies
The names of the main external parts of the body including agreed names for the sexual parts
Why families are special for caring and sharing

On leaving Primary School

Pupils will gain knowledge, understanding, attitudes and skills including:
Express opinions, for example, about relationships and bullying
Listen to and support others
Respect other viewpoints and beliefs
Identify adults they can trust and who to ask for help
Recognise their value and to identify positive things about themselves
Listen to and support friends
Recognise peer pressure and know that they can say no
That life processes common to humans and other animals include growth and reproduction*
Learn about the main stages of the human lifecycle*
How their body works and be prepared for puberty
That their actions have consequences and be able to anticipate the results of them
About different forms of bullying and feelings of both bullies and victims
Why being different can provoke bullying and know why this is unacceptable
The diversity of lifestyles
Other's points of view, including their parents
The diversity of values and culture in the school and in the community
The need for trust in relationships.

This information is based on information published in "Relationships and sex. A report from the Office of Her Majesty's Chief Inspector of Schools 2002"

8. The role of parents

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Waterville Primary School is well aware that the primary role in children's relationship and 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. In promoting this objective we answer any questions that parents may have about the relationship and sex education of their child. Parents have been consulted and will be involved in any review of the policy. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for relationship and sex education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

9. The role of pupils

Students may be consulted via the School Council on programme development. We will consult with the Student Council, if it is appropriate, and disseminate ideas and proposals to the students, where necessary. Feedback from the students may be used to evaluate and change the programme.

10. The role of other members of the community

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 Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Relationship and sex education programme. Other people that we call on include local clergy, social workers and youth workers.

All sessions will be jointly planned with the classroom teacher or the RSE Lead and visitors will follow school policies. All information given to students must be age appropriate.

11. Confidentiality

Teachers conduct relationship and sex education lessons in a sensitive manner and in confidence. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, 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 themselves may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals.

12. The role of the Head teacher/PSHE Co-ordinator

It is the responsibility of the head teacher or SRE Lead to ensure that both staff and parents are informed about our Relationship and sex education policy, and that the policy is implemented effectively. It is also the headteacher's

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responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher or RSE Lead liaises with external agencies regarding the school relationship and sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

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

12. Assessment/Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

13. Monitoring and review

The Curriculum Committee of the governing body monitors our Relationship and sex education policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Relationship and sex education programme, and makes a record of all such comments.