

NEWBOLD SCHOOL

Relationship and Sex Education Policy (RSE)

*Reviewed December, 2021 by Mrs J Crissey and Mrs V Stanborough
Ratified January 2022 by Newbold School Board of Governors.*

INTRODUCTION

Our school's policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'RSE'.

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

1. AIMS AND OBJECTIVES

The aim of this policy is to:

Educate staff and parents about teaching and learning requirements and expectations of Sex and Relationship Education.

Summary of the aims of RSE:-

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We teach about sex in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code, and of the values which underpin all our work.

We teach sex education on the understanding that it is taught in the context of marriage and family life;

- it is part of a wider process of social, personal, spiritual and moral education;
- children are taught to have respect for their own bodies;
- children are taught to have respect for others, understanding that people need space and that touching isn't acceptable without permission.
- children 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;
- children learn the importance of self-control of their behaviour

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues including consent;
- awareness of LGBT people in the community;
- respect for the views of other people, even if they don't agree with them;
- sexual abuse, and what they should do if they are worried about any sexual matters.

Statutory requirements

As a primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Newbold School we teach RSE as set out in this policy.

2. WHERE DOES SEX EDUCATION HAPPEN IN THE CURRICULUM?

- We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- In science lessons, in Key Stage 1, we teach children about how animals, including humans, move, feed and grow, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- In Year 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's 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.
- We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this 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. Parents can opt their children out of sex education but not relationships (all UK schools have a statutory obligation to teach all children the relationships aspects of RSE).

3. PROGRESSION

A sequence for teaching sex education

This includes elements of the National Curriculum and Health Education matters.

Although the sequence is developmental, certain themes are repeated in class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils.

Early Years:

Children learn:

- that other children don't always enjoy the same things.

- about similarities and differences between themselves and others, and among families, communities and traditions.
- to say when they do or don't need help
- to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and learn that some behaviour is unacceptable.
- to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- about ways to keep healthy and safe.
- to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently and developing an understanding of growth, decay and changes over time.

KS1:

- changes as we grow;
- different types of families;
- family trees
- feelings in families (e.g. love, jealousy)
- what helps people to get on with each other (e.g. listening/sharing?)
- what makes me happy?
- what I like or don't like about other people;
- special and significant people
- keeping safe;
- caring for myself; - hygiene, sleep, exercise;
- people who help me to care for myself;
- inside my body - the functions of different parts;

KS2:

- feelings - things which make me happy, sad embarrassed, scared etc;
- feelings about the future (changing schools);
- friendship - who our friends are; how we make and lose friends;
- difficult situations - e.g. teasing and bullying;
- expressing feelings and how we can do this in an assertive way, not bullying;
- differences and similarities in people;
- types of families, how they behave and what members expect of each other;
- celebrations of birth, puberty, marriage and death in different cultures;
- how babies begin and are born and how they grow;
- body changes in me and others - why they are happening;
- sexuality - what is it, and what words describe it?
- messages about health and sexuality from television, videos, films, computers and newspapers;
- making decisions - influences on me, risk taking;
- keeping healthy - exercise, diet, grooming, the immune system; things that go into my body that will make me well (e.g. good food and medicines when we are ill);
- keeping safe; things that go into my body that will harm (drugs that are not medicines, cigarette smoke, poisons);
- varied lifestyles in the class and community - differences in others.

4. INCLUSION

At our school, we provide opportunities for children to access sex education, whatever their ability and individual needs. Relationships and Sex Education forms part of the school's 'Curriculum Policy' to provide a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language; we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs and Disabilities and English as an Additional Language (EAL).

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Race Equality and Equal Opportunities policy.

During some elements of Sex Education, parents may choose for their children not to participate. However, the 'relationships' aspects are a statutory requirement so these are not optional.

The role of parents:

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or the Senior Leadership Team about this policy, or about the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school's policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

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

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 their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make

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

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 Health Authority, such as a nurse or other health professionals can be asked to provide expert contributions.

5. RESOURCES

There are a range of resources to cover the many aspects of sex education, some of which will be shared with parents before being used with pupils.

A resource audit will be carried out and monitored by the PSHE subject leader. It is the responsibility of the PSHE subject leader to wisely use any budget assigned to PSHE to help improve the quality of teaching and learning of sex education.

Resources will be stored centrally with the PSHE subject leader or if electronic – on the New Staff Common. Resources specific to each year group will be the responsibility of year group leaders.

6. HEALTH & SAFETY

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

Confidentiality and Safeguarding:

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for safeguarding issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on safeguarding).

7. Monitoring and review

Monitoring of the standards of children's learning and of the quality of teaching in sex education is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of sex education (with the help of care professionals), being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-obligatory components of RSE

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

You must include names/roles of those responsible for teaching RSE in your school.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

9. REVIEW AND REVISION

This policy will be implemented by the PSHE Subject Leader and the Primary Leadership Team.