

Rothersthorpe CE Primary School



Relationships & Sex Education Policy

We are a happy, friendly and caring school providing a unique environment that fully embraces our school family, village and church; a place where a range of people and groups gather in the pleasure of learning and growing together.

The ethos of our school is to help all children to develop respect for themselves and each other, to become increasingly responsible for their own actions and to be aware of and sensitive to the needs of others. Besides a respect for persons, all members of the school community are encouraged to share a respect for property, to have a strong sense of right and wrong and to have a caring attitude for the world in which we live. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils.

This policy reflects the mission statement of Rothersthorpe CE Primary School together with guidance and statutory requirements such as The Education Act 1996 Sections 403 and 405; Sex Education Guidance 2000; DfES 'The Importance of Teaching' 2010; The PSHE Association 'Sex and Relationships for the 21st century' which reflects updated legislation, including the Equality Act 2010; The Department of Health 2013; The National Healthy School Standard, which promotes health education; the revised National Curriculum 2014.

The aim of this policy is to ensure all children in our care are aware of the importance of a healthy attitude towards Relationships and Sex Education.

Aims:

- To reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships.
- To provide knowledge of loving relationships.
- To educate against discrimination and prejudice.

Objectives:

- To inform children on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviours
- To teach aspects of human development
- To provide knowledge of human reproductive process
- Pupils will be given biological information including sexual organs and sexual responses
- To provide information about conception, pregnancy and opportunities to discuss the responsibilities of parenthood
- To empower the children to make informed choices

Organisation of the Relationships and Sex Education Programme

- Relationships and Sex Education is taught within the Science and PSHE curriculum.
- In Y5/6 we place a particular emphasis on health education as many children experience puberty at this age. The school nurse provides more specific information.
- Teachers use the LA Relationships and Sex Education box and BBC Active Sex Education DVD to cover all of the units.
- Teachers refer any (deemed to be inappropriate) questions to the PSHE Co-ordinator for advice.

Working with Parents

The school is 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 the children at our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- Inform parents about the school's Relationships and Sex Education Policy and practice
- Consult with parents in Year 5/6 about the content of the Relationships and Sex Education lessons and have opportunities to meet the teacher who is delivering teaching to discuss content.
- Answer any questions that parents about the sex education being taught to their child
- Take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Sex Education in the school.
- Inform parents about the best practice known with regards to Relationships and Sex Education, so that teaching in school supports the key messages that parents and carers give to their children at home. We believe, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities
- Parents have a right to withdraw their child from Sex Education classes that we teach in 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 they do not wish their child to participate in. The school always complies with the wishes of the parents in this regard

The Role of the Headteacher

- It is the responsibility of the Headteacher to ensure that both staff and parents are informed about the school's Relationships and Sex Education Policy, and that the Policy is implemented effectively.
- It is also the Headteacher's responsibility to ensure that all members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- The Headteacher liaises with outside agencies regarding the school Relationships & 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 Role of Governors

As the Relationships and Sex Education Policy is statutory, governors monitor and evaluate regularly.

Teaching Programme Outline

Key Stage 1

Knowledge and Understanding

- That humans move, feel, grow, use their senses and reproduce.
- To name the main external parts of the human body using correct terminology.
- Basic information about how the body works and ways of looking after the body.
- That humans grow from babies into children and then into adults.
- The concept of male and female.
- To recognize similarities and differences between themselves and others.
- How to care for living things.
- To identify family relationships and know that there are various family structures.

Skills and Attitudes

- To be able to ask questions however sensitive.
- To develop ideas of non-stereotyped gender roles and explore gender roles.
- Develop strategies to counter media and other pressures to conform to stereotyping.
- Develop personal behaviour conducive to maintaining friendships and relationships.
- When and how to get help from adults.
- Communicating feelings and concerns and how to show care and responsibility.
- To feel comfortable about body functions.
- Respect for families and family relationships of all types.
- To be able to acknowledge and discuss moods.

Key Stage 2

Knowledge and Understanding

- That there are life processes common to all animals.
- The main stages of the human life cycle.
- The structure and function of the reproductive system, ensuring the use of correct terminology.
- The process of reproduction and conception.
- To recognise and accept individual personal growth and development and to understanding there are variations in these.
- Changes in the body at puberty.
- Understanding and management of feelings and emotions that occur during these changes.
- The process and management of menstruation.
- To understanding the needs and responsibilities of family members.

Skills and Attitudes

- Continue to develop the ability to ask questions however sensitive.
- To express feelings and anxieties and develop strategies to deal with these.
- To continue to develop personal behaviour conducive to maintaining friendships and relationships.
- To continue to develop strategies to counter media and other pressures to conform to

stereotyping.

- To identify and overcome peer pressure to behave in ways detrimental to their health and self-esteem.

ICT

Information Communication Technology (ICT) is used as appropriate, including multimedia for relationship work, interactive technology for class and group work.

SEND and Equality

All children, regardless of learning needs, disabilities, race, culture, gender and developing sexuality will be able to develop their understanding of Relationships and Sex Education. Our intention is to support children's appropriate progress and development.

Safeguarding and Child Protection

An effective Relationships and Sex Education programme which brings an understanding of what is, and is not acceptable in a new relationship, can lead to disclosure of a child protection issue. In such a case the school would follow the appropriate Safeguarding Policy guidelines.

Policy updated by Staff and Governors- April 2016