

Willerby Carr Lane

Primary School



Relationships and Sex Education Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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Purpose

The DfEs 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSE.

Relationships and sex education (RSE) is lifelong learning about physical, moral and emotional development. It reflects the values of the PSHE and Citizenship. It is taught in the context of stable and loving relationships, respect, love and care. In addition, RSE promotes self-esteem and emotional health and well-being and helps children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

This policy provides information on how we provide Relationships and Sex Education as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics.

This policy is made available to all staff and parents/carers. It is also available on the school's web site.

Aims and Objectives

This school believes that the essential aim of relationships and sex education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that relationships and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

During PSHCE lessons throughout EYFS, KS1 and KS2 children will be taught about managing emotions, controlling risk, relationships and being assertive. Through circle time, PSHCE and the positive relationships the pupils have with adults at Willerby Carr Lane we also endeavour to build the children's self-esteem. All of these things will help to shape the children's lives in many ways, including when it comes to making sexual choices later in life.

We have prioritised the following objectives;

- To promote pupils' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about puberty, reproduction and contraception and to promote the skills to build positive personal relationships.
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To teach about the importance of mental wellbeing.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies.
- To encourage the development of communication and decision-making skills.
- To help young people to develop skills to negotiate and resist unwanted pressure.
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships

- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To fulfil statutory requirements and meet local targets.

Parents/ Carers right to withdraw

Legislation

As of September 2020, primary schools are required to deliver relationships education and there is no opt out for parents. Relationships education includes family, friendships and respectful relationships, learning about boundaries, stereotypes, that each person's body belongs to them, and the vocabulary and confidence to get help. The physical and emotional changes during puberty are also statutory requirements.

Parents have the right to withdraw their child from all or part of the sex education curriculum provided at school except for those parts included in the statutory National Curriculum.

'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.' Education Act 1996 (Section 405)

Parents can therefore opt out of the curriculum that focuses specifically on sex education. However, parents do not have a right to opt out of the aspects of the Science Curriculum that cover the subject of puberty and changes that occur to the body.

Although parents do have the right to opt out of the sex education, by working in partnership with parents we aim to avoid this wherever possible.

The Relationships and Sex Education policy is shared on the school website and full details are available on request. The school will inform parents when aspects of the relationships and sex programme are taught and parents will be given an outline of the lessons in advance so they are able to make an informed decision.

Any parent wishing to withdraw their child should be encouraged to make an appointment with the Headteacher to discuss the matter.

Management and Co-ordination

In accordance with government guidance this school has a co-ordinator for PSHCE (Mrs Holdstock) and RSE (Mr Smith).

The Co-ordinators will ensure that:

- The relationships and sex education policy is disseminated to all members of the school community and is thoroughly discussed and understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims, values and attitudes of relationships and sex education are made explicit
- The development of good relationships is promoted within and beyond the school
- Equality of opportunity is promoted

- Provision is made for ongoing professional development and training within the field of relationships and sex education
- The link between relationships and sex education and other school policies and curriculum areas is identified and made
- They are aware of supporting information and local and national resources that support PSHCE and the teaching of RSE
- They foster relationships with local health services to support the curriculum

Staff Development

All staff, including support staff, should have access to professional development and support that relates to the relationships and sex education curriculum and its style of delivery, should they require it.

Individual staff development needs will be identified through performance management and discussion with the RSE co-ordinator.

Curriculum organisation and planning

Relationships and sex education will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

Discrete curriculum time

- As part of the school's safeguarding duty, in years 1 and 2 the children will learn the correct names and the nicknames of male and female body parts. They will learn which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.
- RSE will be taught as part of the PSHCE curriculum in Years 5 and 6.
- The school nurse will help to deliver RSE.
- In the spring term of year 5 the focus will be on growing up. Female puberty, changes that occur to the body, and how the children can manage some of these changes will be taught. Boys and girls will learn most of the information regarding puberty together such as growing hair in different places etc. They will then be split into gender groups to learn more specific information e.g. periods, wet dreams etc. It will be partly delivered using the Busy Bodies Programme: www.healthpromotion.ie/health/inner/busy_bodies
- In summer term of year 6 the focus will be more specifically on sex education. Boys and girls will be split into gender groups. It will be partly delivered using the Busy Bodies Programme: www.healthpromotion.ie/health/inner/busy_bodies.
- The sex education will also be partly delivered using the Jigsaw scheme of work.

Celebrating difference, equality, diversity and LGBT

We will explore what consists as a 'family' in the 21st century, with the aim of ensuring all children feel valued and included. We will model that it is OK to be who you are and that we are all unique individuals who are worthy of respect. We aim to ensure that children have sufficient information for their age and stage of development. All the children will be encouraged to accept that everyone is different and that everyone is unique. Below is an overview of how we celebrate difference throughout the school:

Foundation Stage – Looking at what is similar and different about our families when comparing to others' families.

Year 1 – Identify similarities between people in their class and understanding that differences make us all special and unique.

Year 2 – Learning about the idea that sometimes people make assumptions based on gender (stereotyping) and discussing ways in which boys and girls are similar.

Year 3 – Looking further into similarities and differences with families. We will be reading a true story about two male penguins who raise a chick together.

Year 4 – Celebrating how everyone looks different and that is what makes us all unique.

Year 5 – We will examine different cultures, racism, rumours and name-calling, understanding different types of bullying and celebrating differences across the world.

Year 6 – We will start with examining ‘what is normal?’ We will celebrate our differences and recognise that there are different types of relationships (including LGBT).

Through and in other curriculum areas

In Science, children learn about the cycle of life: reproduction, growth, life and death. Learning is focussed on plants and animals. This takes place in different age-appropriate ways, in accordance with the Science National Curriculum, across the whole school. In EYFS for example, children might observe chicks hatching.

Children learn about relationships through the PSHCE curriculum which is delivered in class and in assemblies.

Teaching about relationships and sex is generally best provided as part of an integrated programme of Personal, Social and Health Education and Citizenship. This programme is relevant to the needs and experiences of all pupils, is flexible and develops as pupils grow older. The programme is developed within a positive climate in which pupils and adults feel able to talk openly and honestly.

The school values and encourages the involvement of **external agencies and services** in supporting the delivery of this area of the curriculum. Where other professionals are to be involved their contribution will be properly planned as part of the overall programme with formal agreement on content, delivery styles and monitoring processes. Their contribution will compliment other teaching and be appropriate to the age and maturity of the pupils involved. Teachers will always be involved so they can deal with questions and concerns.

Equality of Opportunity

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others to prevent and remove prejudice.

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of relationships and sex education. This policy links closely with the Equal Opportunities Policy, the Bullying Policy, the LA guidelines on Child Protection and PSHCE policy. We intend to meet individual student’s needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

In line with DfE guidance, teachers will be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer objective and helpful support.

Dealing with difficult topics/questions

Teachers will endeavour to answer questions as honestly as possible within the age-appropriate bounds of topics covered within the curriculum. If faced with a question they do not feel comfortable answering within the classroom:

- **'Silly questions'** Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate or advise that the child may wish to ask their parents/ carers.
- **'Concerning questions'** These could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** The child has a genuine but age-inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer. In the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Assessment, Recording and Reporting

The assessment, recording and reporting of relationships and sex education will take place in accordance with whole school policy.

Monitoring, Evaluation and Review

Provision for relationships and sex education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the PSHE and Citizenship and RSE co-ordinators. This will be done by checking that whole school relationships and sex education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources and Schemes of Work are being taught appropriately

Confidentiality

In accordance with the DfE 'Sex and Relationship Education Guidance' we will:

- ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- ensure that pupils are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality.
- ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP or local young person's advice service.
- encourage pupils to talk to their parents or carers and give them support to do so.

We will always follow the school's safeguarding procedures if there is any possibility of abuse.