

RELATIONSHIP AND SEX EDUCATION POLICY (Whole School Policy including EYFS)

1. Introduction

This policy has been written taking into account the DfEE guidance document ‘Sex and Relationship Education Guidance’ (ref DfEE 0116/2000). In this document it stresses that ‘the importance of Sex Education is to support young people through their physical, emotional and moral development. Relationship and Sex education is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. Sex and sexuality should also be taught within the context of the subject.’ Relationship and Sex Education is taught mainly through Science and Personal, Social and Health Education (PSHE).

2. Aims

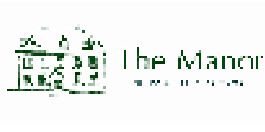
- To give the pupils an understanding of the changes they experience as they grow up, physically and emotionally.
- To help them to understand their feelings and to respect those of others.
- To enable the pupils to build self-esteem so that they can have the confidence to sustain relationships and also resist inappropriate advances.

3. Objectives

To create a progressive programme containing knowledge, understanding of values and communication skills. This is incorporated into the curriculum of all years within the school. Relationship and Sex education falls under the umbrella of science and Personal, Social and Health Education, which are mainly then taught by differing methods depending on the age of the pupils.

We teach the pupils about:-

- the physical development of their bodies as they grow into adults and that there is variation in rates of growth and development (physical, social and emotional)
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- the way humans reproduce
- the importance and value of family life, recognising the responsibilities and benefits associated with it



- moral questions
- relationship issues
- respect for the views of other people
- having the confidence to resist unwanted touches or advances
- to help them develop an understanding of risk and how they can keep themselves safe.

4. Context

We teach Relationship and Sex Education in the context of the school's aims and values. While Relationship and Sex Education in our school means that we give our pupils information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach Relationship and Sex Education in the belief that:

- Relationship and Sex Education should be taught in the context of marriage and family life
- Relationship and Sex Education is part of a wider social, personal, spiritual and moral education process
- pupils should be taught to have respect for their own bodies
- pupils should 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

5. Organisation

[i] Our Relationship and Sex Education programme is tailored to the age and the physical and emotional maturity of the pupils. We teach Relationship and Sex Education through different aspects of the curriculum. Whilst we carry out much of Relationship and Sex Education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach Relationship and Sex Education through other subject areas (eg. science), where we feel that it contributes significantly to a pupil's knowledge and understanding of his or her own body, and how it is changing and developing.

[ii] In Science and PSHE we teach pupils about relationships, and we encourage pupils to discuss issues. We teach about the parts of the body and how these work, and we explain to them at the appropriate age (Year 5 or Year 6) what will happen to their bodies during puberty eg. menstruation. We inform the pupils of the arrangements within school to help them cope with menstruation including where to go for sanitary protection. We encourage the pupils to ask for help if they need it.

[iii] In Science lessons in both key stages we follow the guidance material in the national scheme of work for Science. In Key Stage 1 we teach the pupils to a basic level about how animals, including humans, move, feed, grow and reproduce. We also teach them about the main parts of the body. Pupils learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

[iv] In Years 5 and 6 we place a particular emphasis on health education, as many pupils are starting to experience puberty at this age. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. All pupils' questions are met with sensitivity and care. By the time the pupils leave Year 6 we ensure that they know how babies are conceived and born; how their bodies change during puberty, what menstruation is and how to cope with it; when these changes are likely to happen and what issues may cause anxiety and how they can deal with these; outward signs of puberty in boys include the voice breaking.

It is important that the programme in Years 5 and 6 supports pupils' ongoing emotional and physical development effectively so they can move to their secondary schools confidently.

[v] A letter is sent out to inform parents when we are about to embark on the specific sex education programme of lessons so they are aware that they may need to discuss issues before and afterwards with their children. Parents are free to meet with the Science Co-ordinator giving them an opportunity to find out exactly how the topic is approached and ask any questions. (The Science Co-ordinator is also the PSHE Co-ordinator at present, so she is, particularly well placed to answer parents' and pupils' questions.)

6. Assessment

There is no formal assessment of individual progress though there may be some written work in various forms completed on the subject.

The role of parents

The school is aware that the primary role in children's Relationship and Sex Education lies with parents. We wish to build a positive and supporting relationship

with the parents through mutual understanding, trust and co-operation. In promoting this objective we:

- a. inform parents about the school's Relationship and Sex education policy and practice;
- b. answer any questions that parents may have about the Relationship and Sex Education of their child;
- c. take seriously any issue that parents raise about this policy or the arrangements for Relationship and Sex Education in the school;
- d. inform parents when the topics on the main stages of the life cycle are being covered in depth.

7. Confidentiality

Teachers conduct Relationship and Sex Education lessons in a sensitive manner. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Child Protection and inform the designated person, the Headmaster. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. Teachers cannot offer unconditional confidentiality to pupils. If the teacher has concerns, they will draw their concerns to the attention of the Headmaster who will then deal with the matter in accordance with the Safeguarding Children Policy.

8. General Guidance for teachers

[i] Teachers must always remember that children will respond to the subject of sex education in varying ways. Teaching methods need to take account of the developmental differences of pupils.

[ii] Teachers and all those contributing to Relationship and Sex Education will work to the framework set out in this policy.

[iii] A set of ground rules will help teachers create a safe environment in which neither they themselves nor the pupils feel embarrassed or anxious. For example:-

- i. no one will have to answer a personal question
- ii. no one will be forced to take part in a discussion
- iii. only the correct names for body parts will be used

- iv. meanings of words will be explained in a sensible and factual way

[iv] Questions should be answered simply but frankly having set clear parameters of what is appropriate and inappropriate in a whole class setting. By suitable questioning it is possible to discover just how much information pupils are ready to understand or absorb.

[v] If a question is too explicit or is inappropriate, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

9. The role of the PSHE Co-ordinator

[i] It is the responsibility of the PSHE co-ordinator to ensure that the Headmaster, staff and parents are informed about the Relationship and Sex Education policy, and that the policy is implemented effectively. It is also the PSHE co-ordinator's and Headmaster's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

[ii] The co-ordinator monitors this policy on a regular basis and reports to the Headmaster.

10. Monitoring and review

The Senior Leading Team monitors the Relationship and Sex Education policy on an biannual basis. The team gives serious consideration to any comments from parents about the Relationship and Sex Education programme, and makes a record of all such comments.

Curriculum content.

Year	General coverage	
Reception	Awareness of themselves as living organisms and that they have different parts of their body.	
1.	Match young and adults of the same species. Make observations and comparisons of height.	
2.	Animals, including humans, produce young and these grow into children and adults. Babies and children need to be looked after while they are growing.	
	Coverage in Science	Coverage in P.S.H.E.
3.	Taking care of your body - Teeth and eating topic	General taking care of myself Making choices and decisions. Respecting myself
4.	Changes that occur as they grow from babies to the stage they are at now Babies - gestation, development and rearing	Feeling good - self esteem building Loyalty versus standing up for what is right
5.	Life cycles of plants and animals Stages in the human life cycle The right to say no - particularly in relation to drugs, smoking and drinking	General taking care of myself Making choices and decisions. Respecting myself
6.	Human reproduction - intercourse, conception, birth, growth. Periods Coping with a changing body Idea of male and female sex cells Main stages of human life cycle Changes in my body and those of others - puberty Love and sex	Making choices and decisions. Respecting myself The right to say no - particularly in relation to drugs, smoking and drinking Reinforcement of body changes, with the aim of reducing fear of changes Body Language Different sorts of love Facing up to change - preparing for secondary school



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Signature of Reviewer(s)