

King Edwin Primary & Nursery School



Relationships & Sex Education Policy

This policy was reviewed in September 2019 by:
Tammie Roy (PSHE Lead)
Dick Empson (Governor)

The policy was adopted by the SD Committee on 17 October 2019

This policy is reviewed biennially

Date of next review: Autumn Term 2021

INTRODUCTION

This policy has been reviewed in the light of the government's revised statutory guidance published in June 2019. The government requires that this guidance be implemented by September 2020. However, it is our intention that it be implemented immediately in this school.

All schools must have an up-to-date RSE policy which is made available to parents. The policy must:

- Define Relationships and Sex Education
- Describe how Relationships and Sex Education is provided and who is responsible for providing it
- Say how Relationships and Sex Education is monitored and evaluated
- Include information about parents' right to withdrawal
- Be reviewed regularly

In this document, Relationships and Sex Education is defined as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive Relationships and Sex education does not make young people more likely to become sexually active at a younger age.

In King Edwin Primary School, Relationships and Sex Education is part of the Personal, Social and Health Education Curriculum. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. We intend that SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. We do not regard sex education as a means of promoting any form of sexual orientation.

While sex education in our school means that we give children 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 sex education in the belief that:

- Sex Education should be taught in the context of marriage and family life
- Sex Education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about the 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 and learning the importance of self-control

AIMS AND OBJECTIVES

The aim of Relationships and Sex Education is:

To provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

RELATIONSHIPS AND SEX EDUCATION IN THE SCHOOL CURRICULUM

- Every child is entitled to receive Relationships and Sex Education regardless of ethnicity, gender, religion, age, culture, special needs or disability.
- It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required.
- Relationships and Sex Education is delivered mainly through Personal, Social and Health education (PSHE). Some aspects will be taught through Science in accordance with the National Curriculum for England: Science Programmes of Study (2015) and may arise during other lessons.
- A variety of teaching methods and styles will be used including video, visual resources, circle time, role play and class and group discussions, question and answer sessions. Issues such as homosexuality and abortion will be dealt with sensitively as questions arise.
- Relationships and Sex Education will be taught in class groups and boys and girls will not be split for the delivery. However, there will be opportunity for children to ask questions anonymously in sessions, or privately if they wish.
- Children with Special Educational Needs are involved sensitively with support staff and peers. Appropriate differentiated work is provided if necessary.
- In PHSE 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 them what happens to their bodies during puberty and the reason for these changes.
- All schools must teach the following as part of the National Curriculum Science Orders (May 2015). Parents do not have the right to withdraw their child/children from these lessons.

Key Stage 1

1. Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense
2. Notice that animals, including humans, have offspring, which grow into adults
3. Describe the importance of hygiene for humans

Key Stage 2

1. Describe the changes as humans develop to old age
 2. Describe the life process of reproduction in some plants and animals
 3. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- In Years 5 and 6 we place particular emphasis on health education as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with children in these lessons. Teachers do their best to answer all questions with sensitivity and care. This is vital in order to challenge and remedy any misconceptions and myths children hold, which they have formed by gathering pieces of inaccurate information from a variety of sources (such as the media, peer, older siblings, etc). By the end of Key Stage 2 we ensure that both boys and girls know how babies are born, how their 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.

SPECIFIC ISSUES

Parental consultation

- The school includes information on Relationships and Sex Education in the school prospectus and full details are available on request.
- The school informs parents when aspects of the Relationships and Sex programme are taught and provides opportunities for parents to view the resources being used.
- Parents have the right to withdraw their children from those aspects of Relationships and Sex education not included in the National Curriculum Science Orders. Alternative work would be set.

Child Protection / Confidentiality

- Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.
- A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

- Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Appendix 1 outlines the procedures when children ask such questions.
- Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

MONITORING AND EVALUATION

- Monitoring is the responsibility of the head teacher, the named governor with responsibility for child protection and teacher with responsibility for Relationships and Sex Education.
- The effectiveness of the aims, content and methods in promoting students' learning will be assessed by questionnaires to teachers and children and feedback from parents.
- The school has purchased a new scheme of work for RSE which is based upon the new government guidelines. This scheme contains assessment modules at the end of each half-term which will evaluate the effectiveness of the children's learning and will inform future planning.

APPENDIX 1

Answering Children's Questions

- An appropriate forum needs to be established where clear parameters and ground rules are established and agreed upon by the children. This should provide a safe and secure environment in which questions can be answered however explicit or difficult they may be. Questions can be asked at any time but the use of an anonymous question box is also used to answer questions. Teachers can use their own discretion but it is hoped that by answering questions in a 'matter of fact,' impersonal way children will be able to have clear and accurate facts and challenge any misconceptions they may have.
- It is perfectly acceptable to admit you do not know the answer to a particular question and to work on finding the answer together. Other options are to promise to find out for a subsequent session or follow up individually with the pupil and depending on the circumstances with their parent, carer or other adult.
- If the teacher feels that either it is not an appropriate time to answer a particular question, this should be explained and reassurance given that it will be answered at a more suitable time. This then gives the opportunity to refer to the Co-ordinator, Headteacher or a Health professional.
- When answering a question, it can be useful to turn the question out to the group and ask them what they think they already know. Any additional information need to be given honestly, matter-of-factly and in a 'non-sensationalised' way, using appropriate vocabulary. Personal questions should be avoided and refer the children back to the working agreement which had established at the beginning of the session.
- Pupils may ask teaching and non-teaching staff questions in private or make disclosures about their personal or family experiences – therefore access to support and training for all is crucial to prepare them for this eventuality. All staff should be aware of the position in terms of confidentiality and child protection procedures. Good practice in talking one-to-one with pupils should be adopted as set out overleaf.

DO	DO NOT
<ul style="list-style-type: none"> • Make clear your position in terms of confidentiality from the outset • Sensitively explore what the pupil means by their question or what they hope will happen following a disclosure • Sensitively explore what their parents or carers know and feel and encourage the pupil to consider sharing this information with their parents or carers if you feel it would be in the child's best interest – offer support for this as appropriate • Stay calm and keep things in perspective • Encourage them to talk openly • Listen carefully in a non-judgemental manner being sensitive to how they may be feeling • Ask open ended questions - eg: "How do you feel?" rather than: "Are you angry?" • Encourage them to assess any risk and explore their options • Only answer a question if you are sure that the information is accurate, directing the pupil to other sources if necessary • Consider whether a written record of the discussion is needed • Seek advice from colleagues as appropriate – this should be done in a way that confidentiality is maintained until clarity of what further action is necessary is obtained • Offer to talk with the pupil again if they feel that that would be helpful 	<ul style="list-style-type: none"> • Promise to maintain confidentiality as this may not be possible • Overreact • Overwhelm them with a stream of closed questions • Ask leading questions • Be judgemental • Give inaccurate information • Expect young people to share your own views • Make sweeping generalisations