

ST MICHAEL'S C OF E PRIMARY

Relationship and Sex Education Policy



July 2018

Reviewed by the Curriculum Committee

Relationships and Sex Education Policy **Reviewed with staff and governors.**

Context and Rationale:

“Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...” (National Children’s Bureau, 2006)

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999)”.

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006). Key features included; systematic delivery of SRE/PSHE in primary and secondary schools; a strong focus on achieving National Healthy School Status and the use of the DfES SRE Guidance (issued in 2000) as a driver for training and support in schools, including planned programmes of training for Governors.

This policy presents clearly what the school is setting out to achieve in Relationships and Sex Education and how it proposes to go about it. It is a working document that provides guidance for staff.

Consultation

The Relationships and Sex Education Policy was developed in consultation with staff, governors, the School Nurse Team.

Entitlement and Equality of opportunity

All pupils, regardless of their developing sexuality, are entitled to an RSE curriculum that is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE they receive at school will be the main, and sometimes only, source of sex education, particularly for children from some ethnic communities.

The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction.

Other elements of Personal, Social, Health and Economic education (PSHE), including RSE, are non-statutory, but ensure pupils explore the skills, values and attitudes that are essential to lead a positive and healthy lifestyle.

Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and a responsibility for one's own actions.

Special Educational Needs and learning difficulties

The school will ensure that pupils with special educational needs (SEN) receive relationships and sex education.

Relationships and sex education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents of children with SEN may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. The school will take care not to marginalise relationship and sex education.

Desired outcomes

- Children demonstrate confidence in talking, listening and thinking about feelings and relationships
- Children learn to make responsible and well-informed decisions about their lives
- Children feel better prepared for the opportunities, responsibilities and experiences of adult life
- Children feel informed about the emotional and physical changes of puberty and know how to seek support
- Children's on-going emotional and physical development is supported through their transition year before moving to secondary school
- Children develop positive values and a moral framework to guide their decisions, judgements and behaviour
- Children have the skills to avoid being pressured into risk-taking behaviours
- Children have an understanding of how the law applies to sexual relationships.

Positive climate for learning

Ground rules:

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

Examples of ground rules the school promote include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the scientific names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Distancing Techniques

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play will be used to help pupils 'act out' situations about fictitious characters. Case studies with invented characters, appropriate videos might be used to help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

☒ If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service

☒ If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question

☒ If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

☒ Children will be enabled to write anonymous questions to put in a box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Further guidelines about specific sensitive issues are given below.

Learning and teaching Planning and Assessment

Planning for Relationships and Sex Education is a whole school responsibility in order to ensure that the provision for pupils' needs is met and the way in which the modes of delivery are combined are appropriate to the school curriculum policy. At St Michael's, we educate the children to understand there are a variety of contexts in which loving relationships happen.

Assessment for Learning should also be an integral part of lessons, using a range of techniques, again outlined in the Teaching and Learning policy, to ensure children are being taught from their own individual starting points and receiving feedback on their progress.

Science

The biological aspects of the science curriculum, outlined below, provide much of the factual information related to Sex education.

Key Stage 1

Pupils should be taught to notice that animals, including humans, have offspring which grow into adults

Upper Key Stage 2

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.
- draw a timeline to indicate stages in the growth and development of humans.
- about the changes experienced in puberty.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Outlined below, to support parents, are the more sensitive elements of the curriculum.

Puberty is taught as part of the Scientific Topic 'Life Cycles'

Children will learn:

- ☒ Biological names for parts of the body (from reception), including sex organs
- ☒ Changes to sex organs during puberty (Upper Key Stage 2)
- ☒ Other changes to the body during puberty - including physical changes and hormonal changes (Upper Key Stage 2)
- ☒ About wet dreams and involuntary erections (Upper Key Stage 2)
- ☒ About personal hygiene (Upper Key Stage 2)
- ☒ About menstruation and sanitary protection (both boys and girls will learn this in Upper Key Stage 2)

Children will **not** learn about:

- Contraception (though if that question is asked we will explain that there are ways to stop a sperm and an egg from meeting)
- About sex as a 'recreational' activity (if children ask why people have sex when they are not planning a baby, we will recommend they talk to parents and that it is something they will learn more about at secondary school).
- About STIs (However, if a pupil asks a question during the Upper Key Stage 2 programme we will explain that safe routines can stop the spread of viruses, including HIV.)
- About abortion (although if a pupil asks a question during the Upper Key Stage 2 programme we will suggest pupils identify adults who they can trust and can ask for help. Pupils will be assisted to identify sources of information, support and advice for children and young people in this community.)

Use of Visitors in teaching and learning

We acknowledge the valuable support the school nurse and other health professionals may offer to enhance the Relationships and Sex Education programme. We must emphasise, however, that all visitors are used in addition to, not instead of, a planned programme of Sex Education

As stated above, all sensitive content will be delivered through a positive climate for learning.

Staff training

Teachers are provided with support from the school nurse to support their delivery of RSE and extend their confidence in doing so. The personal attitudes and beliefs of teachers will not influence their delivery of the RSE curriculum within the PSHE education framework..

Specific Issues Statement

Child Abuse and Protection Procedures

The Safeguarding Children Procedures as laid down by the LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LA for handling cases of neglect, physical, emotional or sexual abuse and failure to thrive, are based on the principle that the interest and welfare of the child are of paramount importance.

Confidentiality and handling disclosures

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the

school's policies. Outside the classroom situation, they can exercise their own professional judgement maintaining the pupil's best interests at all times. Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services. If a pupil discloses information which is sensitive, and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable, in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed. See the school's Child Protection Policy for further details.

Partnerships

The school liaises closely with parents at Upper Key Stage 2 to reassure them of the content of the RSE programme, the context within which it is taught, and to support them in their teaching of RSE ensuring they feel confident engaging in discussions about the subject with their children.

The school will ensure that parents are informed of their legal right to remove their child from RSE sessions if they wish.

Other agencies supporting the school's RSE curriculum are: health professionals and the school nurse team, all of which are aware of this policy, the RSE programme and work in-line with it. Outside visitors work within the framework outlined in the school's 'Using outside visitors in school' policy.

Other related school policies

This policy should be read in conjunction with:

- Anti-bullying policy
- Child protection
- Behaviour
- Health and Safety
- Single Equality Scheme
- Special Educational Needs
- Science

Management of the policy

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents are informed of the Relationships and Sex Education Policy. There is now a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- a) learn the nature of marriage and its importance for family life and the bringing up of children
- b) are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

This policy will be reviewed on a four-year rolling programme or in light of any new legislation or guidance.