

Western Springs Primary School



Relationships & Sex Education Policy

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2. Introduction

Western Springs Primary School will follow the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education in England Guidance (February 2019)

The objective of relationships and sex education is to help and support young people through their physical, emotional and moral development.

RSE and PSHE are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world. It is about understanding 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.

3. Policy Aims

This policy aims to:

- 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

4. Moral and Values Framework

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

RSE will reflect the values of the PSHE programme. RSE will be taught in the context of relationships. In addition RSE will promote self-esteem and emotional health and wellbeing 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.

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

5. The teaching programme for Relationships and Sex Education

Legal requirements

All schools must teach the National Curriculum Science Content as outlined below. This Science content is supplemented by RE and PSHE coverage. Parents do not have the right to withdraw their child/children from the following aspects of their education:

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn basic human biology.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

6. The organisation of Relationships and Sex Education

The Senior Leadership Team are the designated staff with responsibility for coordinating relationships and sex education.

Relationships and sex education is delivered principally through Science, RE, and PSHE. Relationships and sex education is taught by classroom teachers, and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach relationships and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationships and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationships and sex education include fiction, reference books, leaflets and other commercially produced schemes.

7. Working in Partnership with Parents

Parents are the key people in:

- Teaching their children about relationships and sex
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings

We will inform parents when aspects of the relationships and sex programme are taught which are in addition to the National Curriculum Science Content and provide opportunities for parents to view the videos and resources being used.

Parents then have the **right to withdraw** their children from those aspects of relationships and sex education which are not included in the National Curriculum Science Orders, and in this case alternative work would be set.

8. 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 Safeguarding Lead in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

9. Dealing with difficult 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.

10. Use of visitors

Visitors should complement but never substitute or replace planned provision. It is the Curriculum coordinator's and teacher's responsibility to plan the curriculum and lessons.

When appropriate, visitors such as the school nurse may be involved in the delivery of relationships and sex education, particularly in Key Stage 2.

11. Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships and sex education.

It is recognised as imperative that SEND pupils are fully catered for in this element of the curriculum.

12. Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, Governors and members of the Senior Leadership Team who collectively hold responsibility for relationships and sex education.

We will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents as appropriate.

RSE issues will be included in the induction programme for all new members of staff.