



Eastwick Schools

Relationship and Sex Policy October 2015

Governors' Committee Responsible: Teaching and Learning **Status:** Statutory

Review Period: 2 yearly

Next review Date: October 2017

Introduction

We have based our school's RSE policy on the DfEE guidance document Relationship and Sex Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, marriage, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the personal, social, health and citizenship education curriculum in our school. While we use sex education to inform children about sexual issues, we do this age appropriately with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with information appropriate to their age, and to explore attitudes and values and to develop skills which empower them to make positive healthy decisions about their behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and sex Education are;

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behavior;
- 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 respect and care for their bodies.

There are three main elements to our Relationship and Sex Education (SRE) programme:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable, loving relationships;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;

- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction;
- naming emotions and dealing with them appropriately.

Moral and values framework

Relationship and sex education will reflect the values of the PSHE and Citizenship programme. RSE will be taught in the context of relationships.

In addition RSE will promote self-esteem and emotional health and well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The organisation of Relationship and Sex Education

The PSHCE co-ordinators are the designated teacher with responsibility for co-ordinating relationship and sex education.

Relationship and sex education is delivered through science, RE, PSHCE, PE, literacy activities and circle time. Relationship and Sex education is taught by classroom teachers, teaching assistants 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 relationship and sex education. These include use of dvd, discussion, looking at case studies, drama and role-play.

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

The teaching programme for Relationship and Sex Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSED work, they develop skills to form friendships and think about relationships with others. In PD they learn about the importance of keeping healthy and safe.

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 PSHCE 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 about the basic biology of human reproduction. In years 5 and 6 this includes the birth of a baby. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHCE, 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. Relationship and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Inclusion

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs or disadvantaged and looked after children. It is our intention to give all children the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Specific Issues

- **Parental consultation**

The school informs parents when aspects of the relationship 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 relationship and sex education not included in the National Curriculum Science Orders; alternative work would be set. However, this rarely happens. Working in partnership enables parents to recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship 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**

At times pupils will ask questions about relationships and the nature of reproduction. Staff will keep to the following protocol:

- Body parts will be given their proper names.
- Teachers will answer questions age appropriately in a sensitive and caring way.
- Teachers will not answer questions about their own experiences.
- Teachers will inform parents if sensitive questions have arisen in the school day and what answers have been given.

- **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 relationship and sex education.

Monitoring and Evaluation

Monitoring is the responsibility of the teacher with responsibility for relationship and sex education. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children' and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and changes will be made if required.

Staff Development

The PSHCE co-ordinators will ensure that all staff training and development needs are identified through the monitoring of planning, teaching, learning and informal assessment. The subject leaders will organise and provide training through discussion, year based training and staff meetings. The PSHCE action plan will highlight staff development needs.

Links with other policies

The Relationship and Sex Education policy should be read in conjunction with:

PSHCE

Science

Special Educational Needs

Teaching and Learning