RELATIONSHIPS AND SEX POLICY

Committee: Children & Learning
Approved on: December 2020
Staff: Miss Charlotte Skilton
Notes: Statutory
Next Review Date: December 2021

Headteacher: Mrs Amanda Pedder
Philosophy
Relationship and Sex Education (RSE) describes the teaching and learning we offer to the young people in our school, helping to inform their decision making and develop their relationship skills. Relationship and Sex Education is a crucial part of preparing children for their lives, both now and in the future, as adults. It is important that young people have the opportunity to understand themselves and others around them. They want and need reassurance about body image, behaviour and relationships; consequently, careful and sensitive treatment is called for when dealing with such issues.

Definition
RSE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, including the importance of stable and loving relationships and marriage for family life, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

Aims
This policy aims to clarify the content and the manner in which RSE is delivered in this school. It is based on the DfEE guidance document Relationship and SEX Education (ref DfEE 0116/2000), which is the most recent DfE document available. All primary schools in England are expected to teach age-appropriate ‘relationships education’. The three main aims of the RSE policy are:

1. For pupils to gain knowledge and understanding.

2. To develop positive attitudes and values, regardless of religion, cultural background, nationality, gender, sexual orientation, disability or special educational needs.

3. To develop and extend pupil’s personal and social skills.

Why should RSE be taught?
In a world where children receive information about relationships and sex from a variety of sources, many of which are inaccurate or ‘unhealthy’, primary school SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme.

RSE is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them with the process of puberty and help them to understand information relating to sex and reproduction.
Primary school RSE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex.

**Special Educational Needs**
Young people with special educational needs will not be withdrawn from RSE, but will be given 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. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

**Content**
The curriculum is appropriate to pupils’ ages and stages of development, and includes a strong safeguarding element. Within the wider PSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern day issues, such as body image, cyber and homophobic bullying, and internet safety.

<table>
<thead>
<tr>
<th>Reception</th>
<th>Body awareness, friends, families, being safe, strangers, personal hygiene (washing hands – toilet/food).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). Growing and changing, keeping clean, different types of families and care including naming all body parts using correct terms.</td>
</tr>
<tr>
<td>2</td>
<td>To identify and respect the differences and similarities between people. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</td>
</tr>
<tr>
<td>3</td>
<td>Relationships, personal space, family differences, help and support. Puberty (Girls only).</td>
</tr>
<tr>
<td>4</td>
<td>What is puberty, physical and emotional changes, hygiene.</td>
</tr>
<tr>
<td>5</td>
<td>Reproduction, conception and pregnancy, relationships.</td>
</tr>
<tr>
<td>6</td>
<td>Physical and emotional changes of puberty, hygiene. Reproduction, conception and pregnancy, relationships and body image.</td>
</tr>
</tbody>
</table>

In the Early Years Foundation Stage pupils are taught:
• how to look after themselves, for example self-help skills;
• that animals, including humans, move, feed, grow and use their senses;
• how they have changed since they were babies.

In Key Stage 1 pupils are taught:
• that animals, including humans, move, feed, grow, use their senses and reproduce;
• to recognise and compare the main external parts of the bodies of humans and other animals;
• that humans and other animals can produce offspring and that these offspring grow into adults;
• to recognise similarities and differences between themselves and others and to treat others with sensitivity and respect.

In Key Stage 2 pupils are taught:
• how their bodies change as they grow older, including during puberty;
• to recognise similarities and differences between themselves and others and to treat others with sensitivity and respect;
• that the life processes common to humans and other animals include nutrition, growth and reproduction;
• about the main stages of the human life-cycle, including conception to the birth of a baby.

Organisation
SRE is embedded in the PSHE curriculum and is delivered in both Science and PSHE lessons.

Delivery
RSE is delivered predominantly by the pupils’ class teacher.

Partnership with parents
Before any year group embarks upon its RSE programme, parents/carers are informed by letter of their right to withdraw their child from SRE lessons. They are given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school’s SRE policy on request.

Parents/carers have the right to withdraw their child from all or part of the sex and relationship education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns, and to reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Safeguarding children
RSE may bring about disclosures of safeguarding children issues and all staff are familiar with the procedures for reporting their concerns. In these cases, the school’s safeguarding children policy needs to be referred to.
Confidentiality

As a general rule, a child’s confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they talk to the named Designated Safeguard Lead.

How will our school deal with sexually explicit questions?

We will:
- answer all questions asked; answer only those questions that relate directly to the agreed programme/lesson;
- make it clear, through ground rules, that nobody should ask personal questions about others;
- be prepared to modify the programme if a certain question recurs (perhaps because of media coverage);
- allow individual staff to use their professional judgement to answer questions in front of the whole class or individually;
- encourage pupils to ask their parents/carers any question outside the planned programme;
- with the pupil’s permission, inform parents/carers about questions their child has asked;
- make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme.
- tell pupils that their question will be answered in a later part of the SRE programme (if necessary).

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:
- use the correct terms for all body parts as this is deemed good practice;
- openly teach pupils what ‘slang’ words mean and that some are offensive;
- avoid the use of any slang.

What ground rules specific to RSE will our junior school use?

- Respect will be shown at all times.
- No personal questions about other individuals are acceptable in SRE lessons.
- If it is perceived that anyone is at risk from harm, the nominated Child Protection Officer will need to be told.
- Strategies will be developed to ease embarrassment if it occurs.

Single- and mixed-sex groups

All pupils will learn about both sexes. However, where possible, opportunities will be made for pupils to discuss matters further in single-sex groups or individually.