



Relationships and Sex Education

Policy

April 2020

Formally adopted by the Governing Board:	Buxton Primary School
On:-	April 2020
Chair of Governors:	Kathryn Curtis
Last updated:	September 2019
Review Date:	April 2021

1 Introduction

- 1.1** We have based our school's RSE policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) and DfE Policy statement: 'Relationship education, relationships and sex education and personal, social, health and economic education'. In these documents, RSE is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and to 'support all young people to stay safe and prepare for life in modern Britain'. It is also about the teaching of sex, sexuality, and sexual health. RSE is part of the personal, social and health education curriculum in our school. While we use RSE 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 do not use RSE as a means of promoting any form of sexual orientation.

2 Aims and objectives

- 2.1** As supported by NSPCC, The Children's Society, Barnardo's, National Children's Bureau and Sex Education Forum, our aims and objectives are derived from the RSE in schools poster and adapted for our school community and needs. Our school is committed to teaching relationships and sex education which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSE and PSHE.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their maturity.
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- Includes learning about how to get help from sources such as health and advice services, including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

3 Context

- 3.1** We teach RSE in the context of the school's aims and values framework (See Curriculum Policy values statement.) While RSE 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. As detailed in the DfE Policy statement: 'Relationship education, relationships and sex education and personal, social, health and economic education', we ensure that RSE is "age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face". They will focus on:
- Different types of relationships, including friendships, family relationships, dealing with strangers;
 - How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
 - How relationships may affect health and wellbeing, including mental health;
 - Healthy relationships and safety online.

4 Organisation

- 4.1** We teach RSE through different aspects of the curriculum. While we carry out the main relationships and sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some relationships and sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- 4.2** In PSHE 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 will happen to their bodies during puberty. For example, we explain that male voices will change during puberty and we explain about female menstruation. We encourage the children to ask for help if they need it. We also signpost who/where children can find further information at the end of each session.
- 4.3** In science lessons in both key stages, teachers inform children about parts of the body and reproduction. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 4.4** At Buxton Primary School, children build a knowledge and understanding of RSE throughout their time in primary with age appropriate learning in each year group. Puberty is experienced at all stages and RSE at Buxton is designed to ensure that their education is relevant to their stage. This means that all children have an understanding of the changes their body is going through at an age appropriate level. For example, in year 4 children learn about menstruation so that they are prepared for these changes in their bodies and children in year 6 learn about relationships and sex. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons.

Teachers do their best to answer all questions with sensitivity and with care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how 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 (as stated earlier in this policy).

- 4.5** We provide a detailed plan to all parents and carers of children in all year groups and provide parents/carers with the opportunity to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

5 The role of parents and carers

- 5.1** The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents/carers about the school's RSE policy and practice;
- answer any questions that parents/carers may have about the RSE of their child;
- take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents/carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

- 5.2** Parents/carers continue to have the right to withdraw their child from sex education specifically, however, it is compulsory for all children to take part in relationship education, all objectives stated within the science curriculum and requirements within the equalities act. Parents/carers will be informed of when teachers are planning to teach their children about sex education (and what this entails through copies of planning) and will be provided with an opportunity to withdraw their child from this aspect of RSE. If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents and carers in this regard. Written consent is always gained before teaching the Year 6 sex education programme.

- 5.3** Parents and carers will also be provided with a glossary of terms that will be taught, explored and discussed during sex education in order to ensure the school works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.

6 Confidentiality

- 6.1** Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved

in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy and Safeguarding Policy.)

7 The role of the headteacher

- 7.1** It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 7.2** The headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 7.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

8 Monitoring and review

- 8.1** The Curriculum Committee of the governing body monitors our RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents and carers about the RSE programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that we teach in our school.

Signed:

Date: April 2020

Review date: April 2021