

# SCHOOL POLICY FOR Sex and relationship education

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**Buddy:**

**Date Adopted:**

**Review by:**

## Introduction-

Under the Children and Social Work Act 2017 the government committed to making relationships education statutory in all primary schools. Current regulations and guidance from the Department of Education state that from September 2020 all schools must deliver Relationships Education (primary) and Relationships and Sex Education (secondary). All schools must have a Relationship and Sex Education (RSE) policy in place and those schools who are ready to implement the updated guidance can do so from September 2019.

In 2019 the Department for Education published [statutory guidance](#) about what should be covered in schools in terms of Relationships and sex education (RSE) and Health education.

This guidance listed a number of target statements for the end of primary school which fell under the following headings for [RSE](#): Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe

We have based our school's sex education policy on the 2019 guidance for RSE (Department for education- Relationships Education, Relationships and Sex Education (RSE) and Health Education). To support our teaching and learning, we have adopted the Kapow Primary's scheme of work for RSE and PSHE for KS1 and KS2 that provides full coverage of the statutory and the non-statutory elements of the new national curriculum for relationships, sex and health education as well as covering the PSHE Association's guidance.

Our definition is that this work is a lifelong learning process and is based on a spiral curriculum; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. This is part of the integrated curriculum of the school. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the consideration of the personal, social and emotional development of the child ( see PSHE policy ) and the general life of the school ( Discipline policy, Equal Opportunities ), relationships with one another, including staff and parents, socialisation, values and attitudes. It should be provided for all children including those with physical, emotional or learning difficulties.

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships.

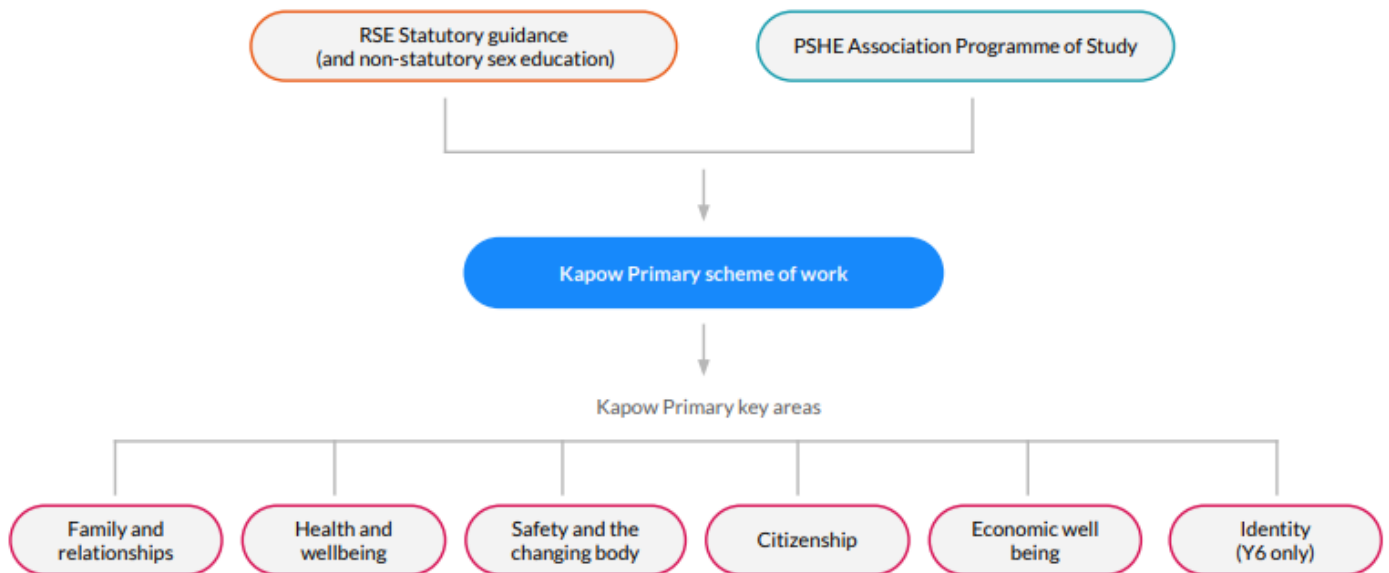
Our policy and practice is based upon national guidance, good practice guidelines and consistent with Shropshire Council recommendations. This policy is cross referenced and consistent with other policies such as

- Behaviour policy
- Child Protection policy
- Anti-Bullying policy (including E-Safety)
- Equal Opportunities Policy
- PSHE Policy

## Organisation

The main delivery of RSE is throughout Families and Relationships theme as well as in safety and the changing body theme. Some aspects are also taught through other subject areas such as science and PE. It is taught predominantly by the class teacher and supported where possible by a Teaching Assistant. Work in single and mixed gender groups and small groups may well be used based on learning and developmental need.

## How is Kapow Primary's RSE & PSHE scheme of work organised?



### KS1

We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We use the correct biological terms for body parts and their functions. We teach pupils about relationships, and we encourage children to discuss issues. We encourage children to ask for help, providing reassurance that change is part of life's cycle. The focus is on changes and growing, keeping ourselves and our bodies healthy and safe.

### KS2

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. We also teach some aspects of RSE through other subject areas (e.g. science, P.E. RS).

In year 4, 5, 6 greater detail is put on puberty and how our bodies are changing. Including menstrual cycles, how a baby is made (yr5) and how a baby is born.

In year 6 the theme Identity puts emphasis on child lead questioning, coping with changes and building reassurance and support covering all aspects of prior learning in RSE

We adopt a spiral curriculum approach when teaching RSE, meaning children build on learning from previous years. Adding more detail and understanding as they become more mature and progress through each year group.

We aim to use a range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons should include differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

### Aims

At St Leonards we aim to give children the knowledge, skills, and attitudes that they need to effectively

navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process. We ensure RSE fosters gender equality and LGBT+ equality by not allowing stereotypes to come into our teaching and promoting respect for all, from all.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

Our Scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Raise awareness of sources of help, support and advice
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- To develop skills in personal relationships e.g. communication, assertiveness, decision making.
- To promote equal opportunities for all.

At St Leonards we ensure RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND) by tailoring lessons according to the needs of these pupils in consultation with senior leaders, class teachers and parents, if applicable.

## Home/School Partnership

Children are exposed to information and messages from social media, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We aim to provide a programme in partnership with parents, ensuring all pupils receive high quality provision in line with national good practice recommendations.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of diverse family life, loving and stable relationships.

We provide parents with opportunities to meet with PSHE lead and Head teacher, to discuss learning outcomes and review resources used within the classroom. Parents are given the opportunity to ask questions and to discuss the school's policy and practice. Through our school website parents will be informed about the timing of the delivery of RSE retrospective to each year group.

In accordance with the DfE 2019 Guidance for RSE

*Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.*

Any request for withdrawal will be dealt with accordingly by the Head Teacher and discussed with Governing body.

## Confidentiality

Teachers conduct sex education 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. Teachers should contact DSL and discuss with head teacher a matter of urgency. Keeping in line with the policy for reporting and recording safeguarding issues.

## Role of Head teacher

It is the responsibility of the head to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support
- external agencies adhere to the Shropshire County visitors guidance

## Monitoring and review

The Curriculum Committee of the governing body monitors our RSE policy on a regular 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

about the relationship and sex education 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 sex education programme that we teach in our school.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every three years.

### **Resources**

Kapow for RSE and PSHE – progression of knowledge and skills

From EYFS to yr 6

In this resource many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.