



UPTON HEATH C OF E PRIMARY SCHOOL

Learning Together

Relationship and Sex Education Policy

Statement of intent

Our RSE policy and practice is based on inclusive Christian Principles and values, emphasising **respect, trust, compassion, love, friendship, hope, joy** and **forgiveness**.

The governing body, following consultation with the Interim Principal and with regard to the views of parents and staff have decided that Sex and Relationships Education should form part of the school's curriculum.

1. Introduction

1.1 Our school's RSE Policy is based on the most recent DfEE guidance document 'Relationships and Sex Education, March 2017 and reflects the Christian principles and values that we uphold as a school. Children and young people have the right to a good quality education, as set out in the United Nations Convention on the Rights of the Child. RSE is a partnership between home and school. Effective RSE is essential if young people are to make responsible and well informed choices. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way which allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation

2. Aims

The relationship and sex education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to be informed and lead healthy, confident and independent lives. RSE will enable young people to feel positive about themselves and manage relationships. The curriculum will be delivered in an open and honest way enabling children to contribute to discussion.

3. Objectives

- 3.1 Our programme of study will provide an opportunity for the children to learn about
- *Physical development of their bodies as they grow into adults;*
 - *an understanding of the way humans reproduce;*
- 3.2 Our programme of study will provide an opportunity for the children to develop
- *confidence and self-esteem;*
 - *knowledge and respect of the differences and similarities between themselves and others;*
 - *understanding of and respect for other people's feelings;*
 - *understanding of how to be honest, loyal and trustworthy in relationships*
 - *an awareness of different relationships eg friends, families and acquaintances;*
 - *knowledge of healthy lifestyles which help them to make informed decisions;*
 - *to respect their own bodies;*
 - *understanding that their body belongs to them and they can say who has access to it.*
 - *their ability to take responsibility for one's actions in all situations*
 - *empathy for others*
 - *knowledge of how to use the mobile phones (social media) and the internet safely*

4. Moral and Values Framework

Our relationship and sex programme is intended to reflect our ethos within an inclusive environment where all pupils are recognised, respected and welcome and where they demonstrate and encourage:

- respect for self and others;

- respect for difference;
- responsibility for their own actions;
- responsibility for family, friends, and the wider community;
- awareness of the rights of the individual;
- equality.

5. Teaching Methods and Programmes of Study

5.1 It can be expected that work in the local natural environment can be used as a starting point for the study of life-cycles since our school grounds offer numerous opportunities through Forest School and the new pond (when it becomes available in Summer 2019). Sex education will arise as part of wider programmes of study.

5.2 Programmes of study are currently being followed within the National Curriculum in the area of Science such as 'Myself' at EYFS and KS1 and 'The Human Body' and 'Animals' or mini-beasts which brings in an understanding of the different reproduction processes at KS2.

5.2.1 At KS1 children explore ways in which boys and girls are the same and ways in which they are different. They learn about life cycles and about how human beings change from birth to old age.

5.2.2 In KS2, we teach about life processes and the main stages of the human life cycle in greater depth.

5.2.3 In Years 5 and Year 6 we place a particular emphasis on sex education as many children experience puberty at this age. Responding to Pupil Voice, we aim to teach in single gender groups where possible. We use the external support of the school nursing team and the Channel 4 "Living and Growing" DVD. By the end of Year 5, we strive to ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. In Year 6 we teach how babies are conceived and born.

5.2.4 We always teach sex education, including puberty, in years 5/6 with due regard for the emotional development of the children (where a child may not be considered emotionally able to cope with sex education lessons, that child would receive individual support tailored to them)

Special provision will be made for children who are non-binary or do not identify with the gender they were assigned at birth.

5.2.5 Parents are given the opportunity to withdraw their children from sex education lessons in years 5/6 if they feel it necessary to

do so. We also give parents the opportunity to view the DVD and any other resources used.

5.2.6 Within our school family, the guiding principle should be to answer children's questions as they arise in a natural and honest way. Every opportunity that occurs should be used to ensure the dawning of an understanding which is developmental and celebrates the wonders of life.

6. Delivery

The relationship and sex education programme will be delivered through our Science, PE, RE, PSHE, Citizenship and Kidsafe Curricula bringing an awareness by staff of all the points outlined in the above policy. Occasionally, issues about RSE can arise spontaneously in other lessons, including circle time, when they will be discussed appropriately.

7. The Role of Parents and Carers

7.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents of children at this school through mutual understanding, trust and cooperation. In promoting this we:

- inform parents about the school's relationship and sex education policy
- answer any questions that parents may have about the sex education of their child
- listen to any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in school
- inform parents about the best practice known with regards to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

7.2 The school is committed to working with parents as part of its work towards being a healthy school. Parents can under section 405 of the Education Act 1996 withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education programmes, they should discuss this with the interim principal and make it clear which aspects of the programme they do not wish their child to participate in.

7.3 Relationship and sex education materials will be available to parents who wish to supplement the school programme. Children

who are absent from school during sex and relationship education will have materials made available to them.

8. The Role of other members of the community

8.1. We encourage other valued members of the community to work with us to provide advice and support with regard to health education. In particular, members of the Local Health Authority who are able to provide us with valuable support with our sex education programme.

9. Confidentiality

9.1 Teachers conduct sex education lessons in a sensitive manner; however any disclosures will be brought to the attention of Mrs O'Leary Davies, Mrs Hughes and Mrs Morris (Our Safeguarding Team). The matter will be dealt with in line with our Safeguarding procedures (see Safeguarding and Child Protection Policy.)

10. The role of the interim principal

10.1 It is the role of the interim principal to ensure that both staff and parents are informed about our relationship and sex policy, and that the policy is implemented effectively. It is also the interim principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult situations with sensitivity.

Monitoring and Review

This policy has been reviewed and amended in December 2018 by the safeguarding team. It will be continued to be reviewed annually and amended as necessary in the light of new legislation due in April 2019 or to reflect changing parental views.

References

Relationship and Sex Education Guidance DfEE March 2017
Sex and Relationships Education (PSHE Association March 2016)
CDAT RSE Policy Guidance
Valuing All God's Children (C of England Education Office 2017)

Prepared by: Wendy O'Leary-Davies Date: December 2018

This adoption of this policy was authorised on behalf of the Governing Body by:-

Accepted by: *Stuart Johnson*

Date: 13th March '19