



*The Caring Path to Achievement,
Reflecting the values of Christ.*

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Relationships & Sex Education Policy

Adopted Spring Term 2015

Signed : *G. Cross*(Chair)

Signed: *Diane Bate*(Headteacher)

Background

Relationships and sex education for children remains high on the agenda for both schools and the Government.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health sets out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. 2014 Brook, PSHE Association and Sex Education Forum, Sex and Relationships Education for the 21st Century.

Government changes in 2011 signalled the end of the National Healthy Schools Programme with 98% of schools nationally achieving accreditation. The government decided to localise the healthy schools programme and left the decision with Cabinet members and head teachers about whether 'health promoting' schools would be a priority within their local area. In St Helens local leaders reflected on the Child Health data and agreed that schools within the borough would continue to work towards Healthy School Enhancement, which continues to support high quality PSHE alongside RSE. Pupils will continue to achieve most at school when both their health and learning needs are met.

In our school we:

- Consult with parents, governors, LA and Health professionals on all matters of the RSE policy.
- Listen to the views of parents and pupils regarding sex education and thus constantly evaluate the success of the programme delivered.
- Assess the needs of both teachers and pupils on a regular basis.
- Use local initiatives and information to update practice.
- Monitor the delivery of Relationships and Sex Education.

Links to other policies

This policy is linked to, and should be read in conjunction with the policies for:

- PSHE AND CITIZENSHIP
- Drugs Education
- Safeguarding
- Health and Safety
- Positive Behaviour
- Equal Opportunities
- Science

Introduction

OFSTED is statutory required under section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's relationships and sex education policy.

“Relationships and Sex education is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

Aims

At The District CE Primary School we aim to provide our children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle and develop to their full potential. Our Relationships and Sex Education programme teaches children about respectful relationships, care and consideration for themselves and others, personal hygiene, parts of the body, puberty and change. The programme also aims to equip them with the social skills that enable them to make informed decisions in relation to relationships and sex in society.

Relationships and Sex Education will be:

- Appropriate to the age and stage of development of the individual.
- Taught with sensitivity and sympathy towards individual, personal and family circumstances in order to avoid any hurt or distress.

Objectives

The objectives of our Relationships and Sex education programme are:

- To provide our children with knowledge, and information about puberty and change, feelings, relationships, reproduction and responsibility.
- To enable our children to openly discuss questions related to relationships and sex and so provide a safe environment for young people to share their thoughts and ideas.
- To help children respect their own bodies and in doing so reduce the likelihood of abuse or exploitation and unintended pregnancies.
- To encourage the children to become more self-confident so that they are able to make sensible and informed choices about their lives.
- To ensure that children are taught about relationships and sex in a consistent manner following guidelines that have been agreed by LA, parents, governors and staff.

Practice/Implementation/Organisation

We at The District C.E. Primary School regard Relationships and Sex Education as a whole school issue, and believe that opportunities to teach about the importance of living a healthy lifestyle occur through the curriculum.

Relationships and Sex Education is delivered in a clear, concise and consistent manner in line with the National and Local Guidelines. A series of programmes called Living and Growing is used to teach the RSE curriculum.

Early Years

The schools' Sex and Relationships Education programme runs from Early Years, initially covering, parts of the body and who is allowed to touch their body, They are taught to respect themselves and others.

At Key Stage 1 (5-7 year olds) the programme aims are:

Differences

- To introduce children to life cycles.
- To explore differences between male and female
- To enable children to reflect on the differences between male and female other than physical differences

How did I get here?

- To explain that a baby develops inside its mother's womb and that both the male and female sex parts are needed to make a baby.
- To enable children to reflect on their own developments from babies.
- To inform children about conception and the growth of a baby in the womb.

Growing Up

- To show that we grow and change, as do all living things
- To show that some changes are social, that we become more independent and able to think about others as well as ourselves.
- To look at identity and self esteem, and reinforce the belief that we are special.

At Key Stage 2 (7 – 9 year olds) the programmes aims are:

Changes

- To introduce children to the physical and emotional changes that occur during puberty.
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control

How babies are made

- To explain how babies are made.
- To explore the idea of relationships, including friendships, parent child and family relationships and adult sexual relationships

How babies are born

- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family.

At Key Stage 2 (9 – 11 year olds) the programmes aims are:

Girl Talk

- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occur as girls become young women.

Boy Talk

- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young men.
- To make girls more aware of the changes that occur as boys become young men.

Let's Talk About Sex

- To consider how sex is presented in the media.
- To consider sexual stereotyping
- To reassure pupils that their changing emotions are a normal aspect of puberty.

The above elements represent the statutory minimum and non-statutory curriculum that schools must deliver to all children.

Additional Needs

The school is aware that due consideration should be given to the educational entitlement of all the children in its care and that they are taught appropriately, lessons and resources will be adapted to meet the needs of children with additional needs.

Resources

All resources for Relationships and Sex Education are regularly updated in line with the education aims of this policy. The resources are adapted to meet the needs of pupils and we use a wide range of resources and learning opportunities to ensure that all learning styles and abilities are accommodated. ICT, use of theatre-in-education and interactive resources are deployed as appropriate. The resources will support the drug education framework and avoid racism, sexism, gender and homophobic stereotyping.

To ensure that the resources are kept up-to-date, they will be reviewed regularly by both pupils and staff.

The Role Of The Headteacher

It is the responsibility of the Headteacher that all staff and parents are informed about this policy and that it is implemented effectively. It is also the headteacher's role to ensure that all staff have appropriate support and training so that they can teach effectively with sensitivity and understanding.

The headteacher will liaise with external agencies and the LA regarding the schools' sex and relationships education programme and thus ensure that all adults who work with children on these issues are aware of the school policy and work within its framework.

The Headteacher will monitor the policy on a regular basis and report to the Governors on request.

The Role Of The Governors

The governing body has the responsibility of setting down these general guidelines on sex and relationships education, and will support the Headteacher in implementing them. Governors will inform and consult with parents about the sex and relationships education policy. Governors will also liaise and consult with the LA and Health organisations so that the school's policy is in line with National and Local guidelines.

Role Of The Parents

We wish to build a positive partnership with the parents of our children and this can only be achieved through mutual trust and co-operation.

We aim to:

- Inform parents about the schools' sex and relationships education policy, programme and practice.
- Invite parents to view the materials and resources used to teach sex and relationships education.
- Answer parental questions about sex and relationships education and where necessary signpost a parent to the relevant support agencies.
- Encourage parents to be involved in reviewing the school policy and implementing modifications.
- Inform parents about best practice with regard to current sex and relationships education so that they may support the key messages being given to the children in the school.
- Inform parents of their right to withdraw pupils from any area of Sex and Relationships Education that is not taught under the Science curriculum.

The Role Of The Co-ordinator

The Co-ordinator will regularly attend LA meetings and courses. They will keep the Headteacher Governors and staff informed on up to date trends and current good practice.

The Co-ordinator is responsible for:

- Requisition of books and materials within budget limits and after consultation with staff about their needs.
- To attend courses and report back to the staff.
- To lead discussions and workshops.
- To advise and support staff in planning.
- To make known the resources available.
- To advise new teachers and NQTs.
- To make staff aware of courses that might be beneficial to their professional development.
- To review and update the policy and schemes of work.
- To assist the Headteacher in monitoring the quality of teaching across all the key stages throughout the school.

The role of pupils:

Pupils in St Helens have told us that:

'We want RSE to be meaningful to us, so we can contribute and even debate the issues – that way, we can then make decisions based on what we will then know' (Yr 11 student).

'I like it when others come in and tell us what is going on in our area, so we know where to go for advice and support.' (Yr 9 student).

'I think PSHE is fun: we learn about our friends and relationships and how our bodies change'. (Yr 6 student).

The Role of the Wider Community

At The District C.E. Primary School we have a positive relationship with outside agencies which come into school on a regular basis to talk to our children about a range of topics, including those covered by SRE. Recently we have held workshops in all Key Stages with the school nurses and Dance in Education. We now have a Children's Centre on site which widens our involvement with the local community and services available.

Assessment and Record Keeping

Teachers will make assessments on progress in knowledge, understanding and skills. These assessments will inform the teachers planning and future delivery. At set intervals these assessments may be incorporated into a report to parents, and will be communicated to the next class teacher in order to ensure continuity and progression.

Monitoring

Specific monitoring should take place in Science whilst monitoring in PSHE AND CITIZENSHIP should be both formal and informal, and may be the scrutinising of planning, classroom observation, peer teaching, sampling of work and discussions with the children.

The teacher responsible will have a written record of their planning for the delivery and implementation of the sex and relationships education programme and will evaluate the programme and its delivery after implementation. Pupils within the school will have regular opportunities to reflect on what they have learned and what to do in order to progress their learning journey.

Safeguarding and Child Protection

Working Together to Safeguard Children (2014) states: "Safeguarding children – the action we take to promote the welfare of children and protect them from harm – is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Safeguarding and promoting the welfare of children.

It is the responsibility of every member of staff to know and abide by the school's Child Protection procedures. If any member of staff has a concern about the safety of a pupil they will record their concerns and pass them on to the school's Child Protection Co-ordinator.

Confidentiality

Pupils in school know the rules regarding confidentiality and are reminded of them regularly. Teachers are unable to offer confidentiality in discussions in lessons. However, it is duly accepted that health care professionals (such as the school nurse) are able, under certain circumstances, to maintain confidentiality except in circumstances where they have Child Protection or other safeguarding concerns.

If disclosures are made the Head Teacher will be informed – the Head Teacher will assess the information sensitively and decide what further action to take.

Implementation

A copy of this policy is provided in the staff and governors policy files. A copy will be made available to any parent should they wish to see one.

Date of implementation:

This policy will next be reviewed on:

The policy will be reviewed every two years by the lead Governor, Head Teacher, PSHE co-ordinator, pupils and other relevant outside agencies e.g. The Healthy Schools Team and the police.