



# Penns Primary School

## Relationships & Sex Education Policy

### 1 Introduction

- 1.1 Our school's policy on relationship and sex education (RSE) is based on the Secretary of State's 2000 guidance on SRE (DCSF 0116/2000). We acknowledge the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives. Our approach at Penns places great emphasis upon exploring and clarifying values and attitudes and developing self-esteem and inter personal skills to secure positive relationships.
- 1.2 In the DCSF document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.
- 1.3 RSE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through RSE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that 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 and objectives

2.1 We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;

#### **Attitudes and values:**

- Learning the importance of values and individual conscience and moral considerations
- Respect for their own bodies
- The importance of sexual activity as part of a committed, long term, respectful and loving relationship
- Learning the value of family life and stable loving relationships, including marriage, for the nurture of children
- Exploring, considering and understanding moral questions
- Develop critical thinking as part of decision making
- Respect for the views of other people

#### **Personal and Social Skills:**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference with an absence of prejudice
- Develop an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse, including safe use of technology, and what they should do if they are worried about any sexual matters

### **3 Context**

- 3.1 We teach about sex in the context of the school's aims and values. At Penns, RSE will be conducted within a clear moral and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work.

#### **Morals and values Framework**

We teach SRE on the understanding that:

- It is taught in the context of marriage/partnership and/or family life;
- It is part of a wider process of social, personal, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.
- Children and adults show respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- Relationships, including sexual relationships are based on mutual consent rather than coercion.
- Pupils are entitled to help from trusted adults and support services.

#### **Equal Opportunities:**

We recognise our pupils may have varying needs regarding RSE. We believe all pupils should have access to RSE that is relevant to their needs. To achieve this, the school approach to RSE will take account of:

- The needs of boys as well as girls.
- Challenging sexism and sexist teasing/bullying.
- Promoting respect for and understanding of the views of different groups in our community: religious, ethnic and cultural.
- Recognising that our pupils come from a range of family situations and home backgrounds. We shall take care to ensure that no child is stigmatised on the basis of their home circumstances.
- Pupils that have learning, emotional, behavioural or physical difficulties that result in particular RSE needs.

We identify pupils' different starting points via a range of methods: LA annual 'Emotional Wellbeing Survey, pen portraits, regular contact with parents, draw and talk sessions and mentoring through outside agencies etc.

### **4 Organisation**

- 4.1 In the absence of any National Curriculum RSE Programmes of Study, we have decided to follow the Schemes of Work drawn up by the Christopher Winter Project, supported by the resources of Channel 4's Living and Growing Programme. (See Appendix)
- 4.2 Whilst we carry out the main RSE in our PSHE curriculum, we also do some RSE through other subject areas (eg science, RE, ICT and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 4.3 At both Key Stages, teachers follow the guidance material in the national scheme of work for science. At 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 fact that people are not all the same and that we need to respect each other. At Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

- 4.4 In Years 5 and 6, we liaise with the Local Authority Health Education Unit and the Local Health Authority (through the school nurse) about suitable teaching materials to use with our children in these lessons. Other outside providers include Learning Together Foundations. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's 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 and teachers do their best to answer all questions with sensitivity and care.
- 4.5 Throughout the school we aim to provide the children with the learning experiences which help them to develop their own set of moral values. Circle times, discussions, debates and role play scenarios are used to help the children to reflect on a variety of issues, viewpoints, dilemmas, situations and case studies, and enable them to develop the language, strategies, skills and confidence they need to behave according to their moral values in new situations.
- 4.6 RSE helps to meet the needs of our children's spiritual, moral, social and cultural development to prepare them for the opportunities, experiences and responsibilities of life.
- 4.7 Research shows that young people with high self-esteem who are more knowledgeable are more confident about sex and relationship and are more likely to be more discerning in their relationships and sexual behaviour. Research also shows that appropriate RSE at the primary age does not encourage young people to become sexually active at a younger age.

## **5 The Role of parents and carers**

- 5.1 Since we are well aware that the primary role in children's sex education lies with parents and carers, we wish to build a positive and supporting relationship with the parents and carers of children at our school.

To promote this objective, we:

- Inform parents and carers about the school's sex education policy and practice; This can be done by Life Education Bus parent sessions, Parent letter, curriculum meetings and invitation to informal drop in sessions.
- Answer any questions that the parents or carers may have about the sex education of their child;
- Take seriously any issue that parents and carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- Encourage parents and carers to be involved in reviewing the school policy and making modifications to it as necessary.
- Inform parents and carers about the best practice known with regard to sex education, 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 bodies and their increasing responsibilities.

- 5.2 Parents and carers have the right to 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 lessons, they should discuss this with the head teacher, 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/carers in this regard.

## **6 Safeguarding/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 being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues (currently Ann Unsworth) about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection)

## **7 The role of the head teacher**

- 7.1 It is the responsibility of the head teacher to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- 7.2 The head teacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 7.3 The head teacher 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 Pupils and Curriculum Committee of the governing body monitors the impact of 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 Pupils and Curriculum Committee gives serious consideration to any comments from parents and carers about the RSE programme, and makes a record of all such comments.
- 8.2 This policy will be reviewed every two years, or earlier if necessary.

**Signed:**

**Date:**