



Living by our Christian Values of

Peace
Trust
Love
Hope
Friendship



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Relationship and Sex Education

St Edward's CE Primary School

Approved by:	Governors	Date: September 2014
Committee:	Curriculum and Standards	Co-ordinator: Kate Varley
Last reviewed on:	September 2016	
Next review due by:	September 2018	

1 Introduction 1.1

The school's philosophy and mission statement aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The Policy for



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Relationship and Sex Education is written in accordance with this philosophy.

1.2 We have based our school's sex education policy on the DfE guidance document (ref DfE 0116/2000). We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. In this document, sex education is defined as 'learning about physical, moral and emotional development. 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'. RSE is part of the personal, social and health education curriculum in our school. 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 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 or sexual activity

1.3 Ofsted 2002 recommendations have informed our policy and practice, in particular 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction.' Young people want reassurance about their body image, behavior, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

Our policy and practice is based upon national guidance and is consistent with Shropshire Council recommendations. It is cross referenced and consistent with the following school policies:

- PSHE and Citizenship policy
- Equal Opportunities policy
- Behaviour policy
- Anti-Bullying policy
- Child Protection policy
- Working with Visitors policy
- Confidentiality policy
- Ethnic Diversity Policy
- Statement of School Philosophy, Aims and Objectives
- The Health and Safety Policy

1.4 Equal Opportunities

- At St Edward's CE Primary School the notion of equality of opportunity is highly valued. The sex education curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to:
 - gender roles
 - stereotyping



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- Taking into account the following equality issues:
 - sex
 - race and culture
 - disability
 - ability e.g. differentiation
 - religion
 - sexual orientation
- Sex education may help to counteract certain assumptions and influences in society such as:
 - females being more passive than males;
 - women always being the homemaker;
 - men always working as the “breadwinner”
 - males being aggressive and dominant.

1.5 Child Sex Abuse Procedure

The Child Protection Procedures as laid down by Shropshire County Council will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is ‘at risk’. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the above Child Protection Procedures, a copy of which is available for parents in school.

For further guidance refer to the specific policy on Child Protection.

1.6 Moral and Values Framework

The Sex and Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The Sex and Relationships Education Policy will be complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

1.7 The Social, Ethnic and Religious Mix of the School

We aim to fulfill the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs. The ethnic mix is small but the need to bear this in mind is always with us.



1.8 Disability

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

2. Whole school approach

2.1 It is our belief that sex education is the responsibility of all staff and should be an integral part of the teaching and learning process in order to prepare children to cope with the physical and emotional challenges of growing up and give them an elementary understanding of human reproduction. It should be provided for all children including those with physical, emotional or learning difficulties. We believe it should encourage the exploration of values and moral issues, along with considerations of sexuality, sexual health and relationships. It should develop decision-making and communication skills, foster self-esteem, self-awareness and respect for oneself and others.

2.2 Questions will be responded to as they arise in a straightforward way, giving simple and correct information, using correct terminology for body part and functions appropriate to the age of the child. This includes questions in sensitive areas, such as HIV, AIDS and abortion which may arise during the work undertaken through the scheme of work. School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box, allowing time for discussion about the most appropriate way to answer.

2.3 Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

3. Organisation

3.1 The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible a TA or other member of staff to provide a gender balance, whenever possible. Some elements will be taught using single gender small groups work and Year 6 will be taught separately. The school nurse will be asked to support by offering question and answer sessions where possible.

3.2 In PSHE we teach pupils about relationships and encourage children to discuss issues. We teach the parts of the body, how these work and how we change as we grow. We encourage children to ask for help if they require it, providing reassurance that change is part of life's cycle. In year 6 there is a greater emphasis on the changes that occur due to puberty and the understanding of body parts and these are taught through the Shropshire RSE Transition Project as part of the Shropshire Respect Yourself scheme of work. The school nurse will be involved as and when it is thought appropriate, and to provide resources.



3.3 In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

4. Aims

4.1 RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

4.2 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.

4.3 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 behavior, educate against discrimination and prejudice and help children to make informed choices about sex and relationships

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

- To give accurate and objective information and dispel some of the hotchpotch of mixed messages which children may have received from a variety of sources from pre-school onwards. This information will be presented in the context of family life, of loving relationships and respect for others as well as their own bodies.
- To capitalise on the fascination that primary school children have for wanting to study themselves, their own pattern of growth and development and reassure them that such changes are normal.
- To work with parents to provide a well balanced viewpoint on all aspects of sex education for children so that their social, emotional and physical health is safeguarded, and thus benefit each family and every member in it.
- Foster a culture of acceptance and openness where questions and discussion can take place without embarrassment. It is expected that within each classroom with the class teacher such a supportive environment will already exist.



- Establish what the children already know and understand, identify what their needs are and then follow a curriculum plan that is progressive, differentiated and sensitive to individual and group needs.
- Create opportunities for children to study themselves and their pattern of growth and development and provide reassurance that change is part of life's cycle.
- Give children support in adjusting to changes and help them to accept the variation in rates of growth and development.
- Develop skills in personal relationships e.g. communication, assertiveness, decision-making, and build and develop self-esteem by helping children to understand their responsibilities, rights, opportunities and choices.
- Help children to understand the value of family life, develop an appreciation of how much parents contribute to their lives and understand the need for the proper care of all young things.
- All disclosure is confidential unless it is felt that it would be detrimental to the welfare of the child. See links with Child Protection Policy.
- Ensure children are able to understand the information that they acquire as they are often exposed to information and messages from television, the internet, film, music videos, books and magazines which is easily misinterpreted. They are also influenced by family, friends and other significant adults. Children will be provided with contexts where they are able to consider and evaluate the information they receive.
- That children gain the knowledge, confidence and language to discuss and form positive relationships which can be assessed using baseline questionnaires and end of unit assessments.

4.5 We teach children about:

- the physical development of their bodies as they grow into adults, reassuring them that such changes are normal;
- the need to discuss sex education issues, at home or school, without embarrassment;
- counteracting misleading or false information and challenging sexism or prejudice;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life and proper care of all young creatures;
- moral questions;
- relationship issues, including issues of self esteem and assertiveness;
- equal opportunity issues;
- exploring attitudes and emotions;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.



5 Home/School Partnership

5.1 Children are exposed to information and messages from TV, internet, 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.

5.2 We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

5.3 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 family life loving and stable relationships.

5.4 We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

5.5 Under the terms of the 1993 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

5.6 Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. In the event of a child being withdrawn from a lesson the child must stay in school and will be assigned to another class until the sex education lesson is over.

5.7 Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

6. Role of the Head Teacher

It is the responsibility of the head to ensure that:

- Policy and practice is developed in accordance with good practice guidelines and recommendations.
- The policy is reviewed, monitored and approved by governors.
- Staff and parents are informed about the policy.
- Staff receives appropriate training and support.



- External visitors and agencies adhere to the Visitors policy.
- Staff and governors will review the Sex Education Policy every 2 years.

7 .Complaints Procedure

7.1 If parents have any cause for concern about the Sex Education Policy they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the Curriculum Complaints Procedure (see Aspects Policies File).

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

Scheme of Work

Relationship and Sex Education

RSE (Relationship and Sex Education) includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships with peers and family and responsibilities and how we care for each other. It also helps us to be aware of pressures and possible dangers.

It has 3 main elements: -

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the values of family life, marriage and stable relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making.

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 and absence of prejudice



- Developing an appreciation of the consequences of choices made
- Managing conflict and learning how to avoid exploitation and abuse

Knowledge and Understanding (at appropriate stages)

- Learning about and understanding physical development
- Understanding human sexuality, reproduction, sexual health emotions and relationships

DfEE Guidance document 0116/2000



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