



Low Moor C. of E. Primary School

Aiming for Excellence

RELATIONSHIPS AND SEX EDUCATION POLICY

Reviewed and Approved by: Headteacher

Signature:-

Position: Headteacher

Date:-

Reported to Strategic Planning Committee

Date of meeting: 21st June 2018

Next review date: May 2019

RELATIONSHIPS AND SEX EDUCATION POLICY

Statement of intent

At Low Moor C. of E. Primary School we understand the importance of educating pupils about relationships and sex, in order for pupils to make responsible and well-informed decisions in their lives. The school wants parents/carers and pupils to feel assured that Relationships and Sex Education (RSE) will be delivered at a level appropriate to both the age and development of pupils.

The DfE's guidance, 'Sex and Relationship Education Guidance' (2000), defines this programme as: "Learning about physical, moral and emotional development; 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 health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

1. Rationale

- 1.1. The school 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.
- 1.2. The policy for relationships and sex education is written in accordance with this philosophy.
- 1.3. The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The Relationships and Sex Education Policy will be complimentary to the P.S.H.E.e and S.M.S.C Policy of the school.

2. School Aims

- 2.1. The sex education and relationship programme is an opportunity for pupils to:
 - Develop an understanding of healthy relationships, sex and sexuality.
 - Develop a range of appropriate personal skills.
- 2.2. We believe that each child will succeed through:

1. A broad, enriched and challenging curriculum that recognises children's different talents and different needs and provides appropriate individual learning experiences.
2. A learning ethos of support, challenge and encouragement.
3. A nurturing atmosphere, with a strong sense of calm, order and purposefulness where each child is valued as an individual and Christian values are promoted.
4. An attractive, stimulating and happy learning environment where learning is fun and effort and achievement are celebrated.
5. A safe and secure place that provides opportunities to work in a spirit of cooperation, partnership and mutual respect.
6. Positive learning partnerships between school, home, church and the wider community.

2.3. Effective relationship and sex education teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

2.4. The role of a school's governing body and headteacher in the determination of a school's policy is crucial. The governing body, in consultation with parents, will be able to develop policies which reflect the parents' wishes and the community they serve. It is lifelong learning about physical, moral and emotional development.

- 2.5. The aims will be achieved through developing an understanding of:
- A range of values and moral issues including the importance of family life.
 - The biological facts related to human growth and development, including reproduction.
 - The importance of healthy relationships.

3. Special Educational Needs

3.1. The Special Needs Coordinator will continue to assist in the development of the school's policy concerning the welfare and educational needs of all children at Low Moor C. of E. Primary School. Advice will be taken from all appropriate sources and, where necessary, the policy will be adapted to meet each child's needs as an individual.

4. Equal Opportunities

- 4.1. In support of the equal opportunities policy, all Low Moor C. of E. Primary School pupils, regardless of age, ability, sex or race will have the same opportunities to benefit from the relationships and sex education resources and teaching methods.
- 4.2. Low Moor C. of E. Primary School is dedicated to delivering the Relationships and Sex Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

5. Teaching and Learning Styles

- 5.1. Teaching methods take into account the differing needs of pupils and include a variety of styles and approaches.
- 5.2. This subject will be taught in a cross-curricular way, within the whole school P.S.H.E.e. programme, encompassing all of the elements within the National Curriculum.
- 5.3. Teachers will answer children's direct questions in an open and factual way, ensuring that any information is appropriate to the age and maturity of the child. Teachers will not enter into discussions about personal issues and lifestyles. Children will know that they are free to question further and discuss issues with their own or another teacher.

6. Content

- 6.1. Curriculum content supports the learning objectives set out in the spiral curriculum. This ensures that content and learning objectives are developmental. Special attention is given to preparation for transition from one key stage to another.
- 6.2. Children in year 5 and Year 6 will be taught specific lessons as follows:

Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.

Pupils in Year 6 are taught:

- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.

7. Delivery of the programme

- 7.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender.
- 7.2. Throughout every year group, appropriate resources and practical activities will be used to assist learning.
- 7.3. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measure taken to ensure this, are outlined in the school's Online Safety and ICT Acceptable Use Policy.
- 7.4. Teachers will establish what is appropriate for one-to-one and whole class settings, and alter their teaching of the programme accordingly.
- 7.5. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 7.6. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 7.7. Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given not to stigmatise pupils on the basis of their home circumstances.
- 7.8. The programme will be designed to be inclusive of all pupils. External providers/specialists such as the school nurse, may be invited to assist from time-to-time with the delivery of the Relationships and Sex Education programme, but will be expected to comply with the provision of this policy.

8. Working with parents

- 8.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 8.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 8.3. The school respects the legal right of parents/carers to withdraw their child from all or part of the Relationships and Sex Education programme, except for those statutory parts included in the science national curriculum.
- 8.4. In accordance with the DfE's 'Relationships and Sex Education Guidance' 2000, there are certain aspects of relationships and sex education which are compulsory for pupils to learn as they progress through the key stages. These aspects will be covered through the science curriculum.

9. Science National Curriculum

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce.• To recognise and compare the main external parts of the bodies of humans.• That humans and animals can produce offspring, and they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle.

10. Training of staff

- 10.1. All staff members at Low Moor C. of E. Primary School will undergo training around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

11. Confidentiality

- 11.1. Confidentiality within the classroom is an important component of relationships and sex education. Teachers must however, alert the

headteacher about any suspicions of inappropriate behaviour or potential abuse as per school's Safeguarding and Child Protection Policy.

12. Bullying incidents

- 12.1. The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the relationships and sex education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 12.2. Any occurrence of such incidents should be reported in line with the school's behaviour and anti-bullying policy.

13. Monitoring and review

- 13.1. This policy will be reviewed by the headteacher in conjunction with the P.S.H.E.e. coordinator every 2 years. However, this policy will be reviewed in 2019 when relationships and sex education will become statutory.
- 13.2. Any changes to the policy, including changes to the programme, will be implemented by the headteacher.
- 13.3. Any changes to the policy will be clearly communicated to all members of staff involved in the relationships and sex education programme.