

WESTON HILLS CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY FOR RELATIONSHIPS AND SEX EDUCATION

1. Description of Setting

Weston Hills C of E Primary School is a fully inclusive school with pupils ranging in age from 4 – 11 years. We admit pupils from a variety of backgrounds and beliefs

2. Introduction

Our programme for Relationships and Sex Education will be tailored to the pupils' age and the physical and emotional maturity of the children. It will be presented within a moral, family orientated and Christian framework. This policy outlines the purpose, nature and management of relationships and sex education taught in our school. This policy reflects the opinions of the staff, governors and parents. The implementation of this policy is the responsibility of all staff. We have a named governor for relationships and sex education and our relationships and sex education team leader (Mrs. J. Fitzgerald) and implemented by our Head of Pastoral Care, will both monitor and evaluate the effectiveness of our programme. This policy will be in the policy file in the school entrance, in our school prospectus and on our website.

We have based our school's Relationships and sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref. DfEE 0116/2000). In this document sex education is defined as 'learning about physical, moral and emotional development'. It is about learning about the nature of marriage and its importance in family life and bringing up children. Relationships and sex education contributes to the foundation of the personal, social and health education, PSHE and science curriculum in our school by ensuring that all children develop confidence in talking, listening and thinking about feelings and relationships. With this foundation it is expected that children and young people will develop skills and confidence to enable positive discussion about relationships and sex as they get older. While we use relationships and 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 relationships and sex education as a means of promoting any form of sexual orientation.

Learning about relationships and sexuality is a lifelong process and occurs in both formal (e.g. the classroom) and informal settings (e.g. the home, the playground, and the community). Learning needs to be positive. A 'crisis-led' or 'problem-led' curriculum is invariably inadequate and can be damaging. Self-esteem and respect for others are the cornerstones of good personal, social and health education and therefore good relationships and sex education.

2. Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults.
- how we care for our bodies, keep healthy and have respect for their own bodies.
- how we keep ourselves safe
- 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, the implications of parenthood and the needs of the very young.
- to learn the importance of self –control and develop their own moral framework.
- the importance of building positive relationships with others, involving trust and respect.
- sources of help and the skills and confidence to use them if they are concerned about any issues.

3. Organisation and entitlement

The planning and delivery of the relationships and sex education programme is undertaken by each class teacher. The delivery of the programme will be flexible and it will be delivered through our personal, social and health education (PSHE) curriculum, topics, planned aspects of science, class discussions, circle time, collective worship, PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. We also have occasional visits from the school nurse.

The QCA units provide a clear framework from which we plan our relationships and sex education (Appendix 1).

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty (KS2).

In Key Stage 1 science 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 differences between people and how to show respect for each other. In Key Stage 2 science we teach about life processes and the main stages of the human life cycle in greater depth. For these aspects of the school's teaching we follow the guidance material in the national scheme of work for science.

In Years 5 and 6 we place a particular emphasis on health and sex education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2 we ensure that both boys and girls know how babies are born, how their body changes during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We inform parents and carers of children in year 5 and 6 when a particular programme of lessons are to take place, to explain what issues will be covered and how they are taught and offer the opportunity to see the materials the school uses in its teaching.

We offer a session to all Year 5/6 parents to come in and view materials to be used.

All pupils are entitled to quality relationships and sex education and their needs met. Resources used will be suitable and checked for racial and gender stereotypes.

4. Parents

The school is well aware that parents have a primary role in their child's relationships and sex education, and that parents need to acknowledge this. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's relationships and sex education policy and practice through meetings and access to our school website, this enables us to respond to parental views and comments. Parents need to ensure they are fully aware.
- answer any questions that parents may have about the relationships and sex education of their child.
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships and sex education in the school;
- inform parents about the best practice known with regard to relationships and 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 body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the relationships and sex education programme that we teach in our school excluding National Curriculum Science requirements. If a parent wishes their child to be withdrawn from these lessons, they should discuss this with the Headteacher 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 in this regard.

5. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, giving us valuable support with our relationships and sex education programme and working alongside the children.

6. Confidentiality

Teachers conduct relationships and sex education lessons in a sensitive manner and will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. For example if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. If the teacher has concerns, they will draw their concerns to the attention of Mrs. Fitzgerald (Named person for child protection) or Mrs Upsall in her absence. Mrs Fitzgerald will then deal with the matter. See Safeguarding policy. Teachers cannot promise a child that they will 'keep a secret'.

7. The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our relationships and sex education policy and that the policy is implemented effectively.

It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school relationships and sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Headteacher and Head of Pastoral Care monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9. Monitoring and review

The Curriculum Committee of the governing body monitors our relationships and sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary. The Curriculum Committee will give serious consideration to any comments from parents about the relationships and sex education programme.

. Revised Spring 1996. No amendments. The second review of this policy took place in autumn 1997 and amendments presented to the Governors. This policy was reviewed in the autumn term 1999 and no amendments made.

This policy was reviewed and updated in Spring 2001 - using Sex and Relationship Guidance ref. DfEE 0116/2000.

This policy was reviewed and updated in Autumn 2003

This policy was reviewed and updated in Autumn 2005.

This policy was reviewed and updated in Autumn 2007

This policy was reviewed and updated after consultation with governors and parents in Autumn 2009.

This policy was reviewed and updated after consultation with governors and parents in Autumn 2011.

This policy was reviewed and updated in Autumn 2013.

This policy was reviewed and updated in Autumn 2015.

Appendix 1

A sequence for the Teaching of Relationships and Sex Education (content).

FS/Key Stage One

- people in my life, what they do for me and what I do for them/who are special people?
- -what does family mean to us.
- my moods - feelings, happy, sad etc.
- being friends
- loss and mourning (e.g. pets, people)
- keeping safe - danger I might come up against
- my body and other people's bodies - similarities and differences.
- the beginning of life - me, animals, plants
- ageing - how we know things are alive, dead, young, old.
- -what I like and do not like.
- changes as we grow
- feelings in families e.g. love, jealousy
- what helps people to get on with each other, e.g. listening/sharing.
- what makes me happy
- keeping safe/people who can help us.
- caring for myself - hygiene, sleep, exercise
- people who help me to care for myself
- looking at the body/ how bodies change.

Key Stage Two

(Yrs 3 & 4)

- feelings - things that make me happy, sad, embarrassed, scared etc.
- difficult situations - e.g. teasing, bullying
- changes in my own body and in those of others
- family trees
- -interests and skills
- keeping healthy - exercise, diet, immune system etc.
- friendship - who our friends are, how we make and lose friends, what makes a friend?
- making decisions - influences on me
- keeping safe
- (Yrs 5 & 6)
- how babies begin and are born, how they develop/ rates of development
- families and how they behave (what members expect from each other)
- celebrations - birth, christening, puberty, marriage, death in different culture (also Yrs 3 & Yrs 4).
- expressing feelings and how we do this, being assertive but not bullying.
- friendships and relationships
- body changes in me and others - why they are happening/ puberty
- - things that go into my body and help - e.g. food, some drugs and harm e.g. smoke, some drugs, poisons, keeping healthy
- decision making and risk taking
- feelings about the future, for example transition