

Relationship and Sex Policy

Policy Statement

Our federation policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES0116/2000). We recognise 'Relationships and Sex Education' as the policy's full title this policy will refer to it as 'RSE'. In the DfES document, sex education 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.

In line with our commitment to the **safe-guarding** of children we teach SRE in line with local and national guidelines ensuring any issues raised are dealt with appropriately and sensitively.

RSE is part of the personal, social and health education (PSHE) curriculum in our federation. It is taught within a framework of Christian values.

Aims and objectives

We teach children about:

- developing confidence in talking, listening, and thinking about feelings and relationships;
- the changes to their bodies as they grow into adults;
- the scientific explanation of the way humans reproduce in the context of a consensual loving relationship;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship within the ethos of the school's Christian values;
- the importance of family life;
- moral questions, such as...?
- relationship issues, such as...?
- respect for the views of other people;
- the concept of consent inappropriate contexts;
- being aware of ever evolving technology and how to stay safe online;
- staying safe and what they should do if they are worried about any sexual matters.

We do not use sex education as a means of promoting any form of sexual orientation.

Context

Effective RSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

We teach RSE on the understanding that:

- it should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness;
- children's views are actively sought to influence lesson planning and teaching;
- 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 themselves and to others, and be aware of the various possible consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children should be taught the value of forgiveness and that there is always away back.

- it should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

Context of the local environment

Research shows that good RSE, does not make young people more likely to engage in sexual activity at an earlier age. The national average of births has halved since 1998 and in 2016 14.5 births from every 1000 were to mothers who were teenagers (according to the Office for National Statistics).

Our children will be encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values.

Organisation

We teach RSE through different aspects of the curriculum. We carry out the main RSE in our personal, social and health education (PSHE) curriculum, however elements of RSE are taught through other subject areas (e.g. science) which contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

We follow the guidance material in the national curriculum for science; children cannot be exempt from elements of RSE which is covered in the national curriculum for science.

In Early Years the curriculum includes education about relationships with a focus on friendship, and the building of self-esteem. Understanding the world covers simple life cycles. In KS1 children continue to build on the work in the Early Years and focus on building relationships and self-esteem. We teach children about the main parts of the body and how to keep their bodies safe and healthy. Children learn that animals, including humans, have offspring, which grow into adults. In KS2 children learn to describe the differences between the life cycles of various animals and to describe the life process of reproduction in plants and animals. They also continue to develop relationship skills, confidence and responsibility. This supports preparing children to become active citizens, developing a healthy and safe lifestyle, learning to respect differences and develop good relationships.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. In Years 5 and 6 we teach RSE in much more detail. We teach about the parts and functions of the body and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Most sessions are taught together (both boys and girls) but where appropriate, lessons are taught in single gender groupings. Nonetheless, all children will learn about changes which occur in both genders through puberty. 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 females. We always teach this with due regard for the emotional development of the children.

Teachers do their best to answer all questions with sensitivity and care however we also provide a question box for the children in KS2 during our RSE lessons. This allows children to write questions that they may be too embarrassed to ask in front of other children. It also allows teachers to cover 'real issues' that the children may have and avoid irrelevant questions.

The role of Parents and Carers

The federation is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our federation, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the federation's RSE policy and where it can be located and allow parents an opportunity to come into the federation and discuss RSE prior to teaching the various units in KS2;
- answer any questions that parents or carers may have about the RSE of their child; take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for RSE in the federation.

We believe that through communication, children will benefit from being given consistent messages about their changing bodies.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents and carers have the right to withdraw their child from all other parts of the SRE programme that we teach in our federation. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with a member of the Senior Leadership Team, and make it clear which aspects of the programme they do not wish their child to participate in. Once a decision has been made they must inform the school in writing stating their reasons as to why they would like their child withdrawn. The federation always complies with the wishes of parents/carers in this regard.

Confidentiality

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 Designated Safeguarding Lead about their concerns. They will then deal with the matter in line with the Safeguarding Policy.

Entitlement and Inclusion - EAL, SEN, More Able

All children are entitled to access broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Training

Whole staff and individual training needs will be identified and all staff will receive appropriate training.

Monitoring and review

The Governing Body monitors the impact of our RSE policy. The Governors give serious consideration to any comments from parents and carers about the programme. This policy will be reviewed every three years, or earlier if necessary. This policy will be reviewed to ensure it is in line with the government's new proposed legislation.

Links to Other Policies

- Teaching and Learning Policy
- Science Policy
- PSHE Policy
- Safeguarding Policy

Approved by Governors: March 2018