

St Chad's Patchway CE VC Primary School

"Learning to love, loving to learn."

RELATIONSHIPS AND SEX EDUCATION POLICY

INTRODUCTION

Relationships and Sex Education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, intimacy, dealing with emotions and managing personal relationships. It also helps develop the skills needed to make safe and responsible choices and explore moral questions.

AIMS

- To enable children to grow up to enjoy the positive benefits of loving, rewarding and responsible relationships.
- To ensure that children are informed and comfortable with the changes during puberty, and are sexually and emotionally safe.
- To provide a safe place for children to make sense of the information they have picked up from the media, playground myths and other sources.
- To teach children to develop values and attitudes, whilst respecting those of others.
- To learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.
- To enable children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing and that of others.
- To build the vocabulary and confidence in children to enable them to talk openly and positively about emotions, relationships and their bodies.

GUIDELINES

- In school RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.
- RSE will be based on factually accurate information which is age appropriate.
- RSE will be sensitive to all faith and cultural perspectives; promote equality, inclusion and acceptance of diversity.
- Children will be taught the cultural and religious differences about matters of sexuality. At all times in school, teachers to be aware of signs and possibilities of FGM (Female Genital Mutilation) and act accordingly.
- RSE will be set in the context of clear and inclusive values that reflect those of the school and its Christian ethos, including the value of: marriage, all loving, stable and responsible relationships and family life with particular regard to bringing up children.
- RSE will be accessible to all pupils including those with Special Educational Needs (SEN).
- RSE will be taught within the statutory requirements of the National Curriculum for Science and the currently non-statutory national curriculum framework for Personal, Social, Health and Economic (PSHE) education.
- Social and Emotional skills will be taught through the school's Christian Values.
- Cross-curricular links will be made within the context of our School curriculum.
- In recognising the important role of parents in RSE, the school will consult and advise parents of the scheme of work, resources and policy prior to the commencing of the topic.
- Parents have a unique emotional relationship with their child and knowledge of their maturity and can therefore respond to their questions about relationships more spontaneously as they arise.
- RSE will generally be taught in Term 6 of each academic year; by that point teachers should be very familiar with all pupils in their class and therefore able to teach RSE sensitively and appropriately
- Teaching staff will be encouraged to take up opportunities for Continued Professional Development (CPD) and support in the teaching of RSE.

CONTEXT

As a Church of England school RSE will be consistent with the school's Christian ethos and values:

- RSE should emphasise respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture.
- Issues regarding human sexuality should be addressed sensitively.

RESOURCES & CURRICULUM

Parents/carers will be notified in advance of when the Living and Growing Resources will be used.

Boys and girls will watch the Living and Growing programmes together but when appropriate they may be split up afterwards for separate follow-up discussion.

Homosexuality will be mentioned in Year 6 or, should the subject arise prior to that, and discussed in an age appropriate manner.

PROCEDURES FOR PUPIL WITHDRAWAL FROM RSE

Parents have the right to withdraw their children from RSE taught outside of the National Curriculum, but if they choose to withdraw their children from school provision they have a responsibility to provide alternative RSE.

A pupil cannot be withdrawn from RSE where this is taught in the Science National Curriculum. Children who are withdrawn from RSE lessons will still receive biological information but not taught in the context of relationships. In the instance that the right to withdraw is exercised, parents/carers should be made aware that RSE could arise naturally from class discussion. Parents, in discussion with the Headteacher, should make it clear which aspects of the programme they do not want their child to participate in. Children whose parents/carers exact their right to withdraw them from RSE will be temporarily moved to an alternative class and parents will be offered the use of the materials at home in an agreed timescale with school.

QUESTIONS

Pupils inevitably ask questions. Classes will have an anonymous 'Questions box', during and for a period of time after the RSE teaching period, where pupils can ask questions without the fear of embarrassment. Pupils are also given chances through the teaching to ask questions publically. As a school we aim to answer these factually and clearly, in an age appropriate manner. If there are questions asked which the school feels unable to answer, the school will gain the permission of the child to refer the question home and contact parents in advance.

CONFIDENTIALITY AND SAFEGUARDING CHILDREN PROCEDURES

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, 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 he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in line with the Child Protection Policy.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our 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 teach any difficult issues with sensitivity.

MONITORING AND EVALUATION

The school will review this policy in line with its review cycle in order to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

APPENDIX 1

Working Agreement

Before teaching RSE the children in the class should develop a working agreement. It should be written in child friendly language and displayed in a prominent place. Rules should be referred to at the beginning of each lesson and will need to be reviewed and revised if and when necessary.

Example of a working agreement:

We will:

- be kind to each other
- not laugh at each other
- listen to each other
- not interrupt when someone else is speaking
- respect other people's views
- remember that we can always talk about things in private with a member of staff.
- remember that we can always ask for help from a trusted adult, if we are worried about something.

APPENDIX 2

Resources

Books for children to read:

- Mummy Laid an Egg- by Babette Cole
- Sex, Puberty and all that Stuff – Jacqui Bailey
- Hair in Funny Places by Babette Cole
- Let's Talk about Sex by Robbie H Harris
- Let's Talk about Where Babies Come From – Robie H Harris.

An example of Teaching Resources

- Living and Growing – channel 4 DVD and resource books
- Laying the Foundations (Spotlight series) x 2
- PHSE assessment resource South Glos 2007
- Faith, Values & Sex & Relationships Education spotlight series
- Assessment, Evaluation and Sex & Relationships Education Spotlight series
- Love & Sex Matters – RSE in a context of Christian values. Published by the Diocese

https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

Valuing all God's Children revised for Autumn 2017 has links and further advice in a Christian context.

APPENDIX 3 Relationships & Sex Education Draft Spiral Curriculum

Foundation Stage

- Hygiene (toilet and hand washing)
 - Dressing and undressing
 - Relationships & Friendships - Life cycles of animals (butterflies, frogs)
 - Naming body parts (excluding genitalia)
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Year 1

- Family & Friends
 - Gender – male and female
 - Love
 - Marriage – RE, festivals & celebrations
 - Parents – RE, festivals and celebrations– linked also to birthdays
 - Growing and changing - links to Science
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Year 2

- Naming of body parts (includes some genitalia – vagina and penis).
 - Differences between being a boy and a girl.
 - Stereotypes and how gender stereotypes are not fixed, to be proud of you.
 - Rules for resisting pressure.
 - Keeping safe-(appropriate and inappropriate touching)
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KS2 – Introduction of Channel 4 ‘Living and Growing’ DVD including photocopiable resources

Year 3

Unit 1 programme 1 (Difference) covers:

- Differences between males and females that enable them to have babies (includes names for genitalia- vagina, breast, clitoris, penis and testicles)
 - Life Cycle of a Human
 - Rules for resisting pressure
 - Feeling safe and asking for help
 - Define meaning of public /private
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Year 4

Unit 1 programme 3 (Growing Up) covers:

- How offspring grow and change into an adult

Unit 2 programme 4 Changes covers:

- Puberty
 - Periods
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Year 5

Review – Puberty (including periods – may wish to show the above video again)

Review personal hygiene within this.

Unit 1 programme 2 (How did I get here?) -Includes animation of sexual organs.

Covers:

- How babies develop inside the womb and both male and female sex parts are needed to make a baby
 - Families – diversity within and caring role of. Including challenging of stereotypes.
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Year 6

Unit 2 programmes 5 & 6 covers:

conception and birth

To ensure both age appropriate and maturity of the class as each class is unique, the following will be referenced if questions are asked by the pupils: contraception, STIs (mentioned gently and linked to the analogy of becoming unwell if you don't protect yourself against someone with a cold, similarly with STIs some people may have an infection that can be caught unless contraception is used to protect against, IVF (In vitro fertilisation is a process by which an egg is fertilised by sperm outside the body: in vitro "in glass") and caesarean births.

Unit 3 programmes 7 & 8 Girl talk and Boy talk

Covers:

- Wet dreams
- Masturbation
- Trust and love
- Handling conflict
- Hygiene
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Unit 3 programme 9 covers (includes homosexuality)

- sexuality
- stereotypes and media influences
- managing change

Teachers will also highlight the age of consent and through a conversation of loving adult relationships, some choose abstinence as a valid relationship form.

Children will be reminded of how to keep themselves safe when using the internet and other forms of technology and be reminded of responsible use of all forms of technology in order to respect the wellbeing and integrity of others (Sexting and social media safety).

In each year group as part of our ongoing PSHE lessons the following relationships themes will be covered at an appropriate level: Friendships, relationships, getting on and falling out, resisting peer pressure and changes.

Practical skills: Decision making, supporting others, listening empathy, understanding, sharing.

Communication/interpersonal skills: listening to others and putting own views across, giving and receiving feedback, handling conflict confidently, playing an active part of a group, expressing emotions

Decision making skills: making safe and healthy judgements, saying yes or no, not feeling forced by others, acting responsibly as part of a group, compromise.